

ATHLETIC

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April, 1935



Hurdlers and Hurdling

B. H. Moore

Teaching Batting Fundamentals

L. W. St. John

Spring Football Kicking Practice

LeRoy N. Mills

JOURNAL

EXTRA

Great Western • Daily

APRIL 1935 CHICAGO, ILL.

GW LINE GOING PLACES

COACHES AGOG OVER PERFORMANCE OF NEW BALANCED FOOTBALL

Punting and Passing Greatly Improved by "Seam-riider Valve Construction"

Spring Football Practice now under way on college grid-irons is providing tests for players and equipment alike. Reports coming from coaches everywhere indicate new finds to replace the old in everything from quarterbacks to water-buckets. Chief interest is centered on the new GW official football, made with the new GW Evertru Balance Feature.

The patented rubber valve plug rides the seam without exposed stitches directly opposite the lacing, putting the ball into perfect balance to make it the greatest passing and punting ball the game has ever seen. Of course, it is built to official specifications in every respect and is packed and shipped inflated and ready for play. GW says this ball must make good or they will.

Light Helmets for "Heads Up" Football

No longer need the nimble minds of young athletes be bowed beneath heavy head-gear.

GW helmets are built on the principle that fast, modern play demands lightness of equipment and weight has been pared down to a minimum. While the protective qualities have been increased. They're a big help in playing "heads up" football.

"708 Jersey"—Fit for Body and Budget

Outstanding among clothing developments are the new GW Jerseys, with wide, roomy jersey reinforced shoulders that fit comfortably over any pad and eliminate the possibility of the pad wearing through the garment. There's plenty of genuine comfort built into it for the wearer and a quality of materials and workmanship that is exceptional at its price. Known as No. 708, it is worth investigating.

Satins Replace Sturdy Ducks

The guy that christened the Scotch Highlanders the "Ladies from Hell" because of their kilts during the late war, gets a new chance to create an appropriate title, now that satins are the last word in football pants—they're beautiful to behold, but plenty tough, nevertheless.

Shoulder Pads in Golden Gate Bridge

In looking over the new shoulder pads, one is drawn to their close resemblance to their construction principles of the Golden Gate Bridge. They're built on the shock distribution idea of the cantilever, rather than the shock absorption style—for greater protection at lesser weight.

NATIONAL NON-LACE BASEBALL WEEK APR. 6-13

Players Fitted With New GW Uniforms

EXTRA
LATE NEWS BULLETIN
—GW Baseball Uniform Catalogs are in the mail—
If you haven't received your copy, write for it today.

TRAINING CAMP, FLA., Apr. 1, GWP—Fans and Players alike are keyed for the start of the 1935 season which begins with National Baseball Week.

Come what may in October —it's going to be a great year for snappy uniforms—and while we don't pretend to pick the winners, we do predict that the boys who sport GW unies for the next six months are going to have a big edge in the percentages. They're in the last word in smart style and roomy comfortable fit that permits plenty of freedom of action, and the sturdiness of materials and quality of workmanship give them ability to "take it"—and how!

Greasy Mitts and Gloves Are Out

The boys aren't going to smear up those new togs with either gloves or mitts that ooze grease like a fresh fried pork chop—the new GW line in a variety of models, features these items in their own original golden color, with just a spot of grease inside the palm which isn't going to make either mitt or glove heavy and soggy after it absorbs.

Balls Round Out GW Baseball Line

Official League balls, built precisely to official specifications, with two-layer, two-color cork cushion centers wound on precision machines, top the list of baseballs manu-

"Bald As a Billiard Ball" and Perfect in Performance

CHICAGO, ILL., Apr. 1, GWP—Basketball is agog today over the new sphere that has recently flashed over the horizon here. Known as the Nonlace Official XXXX GW Nonlace Official Basketball, it is described as being as bald as a billiard ball, and just as accurate. Not a thread is visible, every seam is double stitched for durability.

With "Seam-riider" Valve

The patented rubber valve plug rides the seam in the exclusive GW Evertru Balance Feature on the ball—to eliminate forever any possibility of a dead spot, and assure absolute accuracy of rebound and balance.

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Both balls are precisely built to official specifications from selected materials.

GW Basketball Clothing Makes Bow

The GW basketball line also features the newest developments in good

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BIKE



● It's true in baseball—as in every other sport. Two boys out of every three participating in high school and collegiate athletics wear Bike supporters. Somebody's guess? No, sir. A national survey recently made by the A. C. Nielsen Company backs up our statement.



● Every inch of Bike webbing is inspected for smoothness and uniformity. No starch or sizing is used. That's why Bike stands up — gives maximum protection — in spite of dozens of trips to the laundry.



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● Bike's success dates back almost as far as the game of baseball. For more than 65 years, Bike has been the coaches' favorite athletic supporter. Constant improvements in design and a low price-tag that gets the quick approval of the athletic board have won this outstanding popularity for Bike.

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DANA E. MORRISON, President
41 West 25th Street, Chicago, Illinois



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Built on a special orthopedic last with a slim foot-conforming shank, this shoe is built for the foot requiring additional support. Combination built-in arch and heel cushion.



OUTDOOR BAL—SOFT BALL

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Shortstop De Luxe Oxford ALL-PURPOSE

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TRIUMPH—TENNIS

This light-weight oxford was designed with approval of one of the greatest tennis champions. Combination built-in arch and heel cushion with duck insole and loose lining.



RAMPART—TENNIS

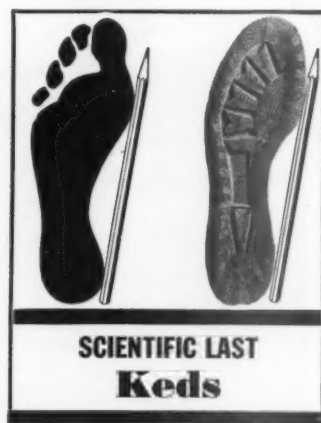
Moderate price tennis oxford, lace-to-toe. Arch and heel cushion with Shock-Proof insole.



METEOR—BASKETBALL

Low-priced, buffed crepe sole basketball shoe for men and women. A good gymnasium shoe with arch and heel cushion. Shock-Proof insole.

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● It is easier to encourage the growing of good feet than it is to correct trouble already established. How many times have you found boys who were held back by foot failure who otherwise might have developed into champions? The first requirement of any shoe is that it fit the foot. Freedom of foot action is otherwise impossible. The spring of the foot with the application of power should be helped, not hampered, or good form is impossible. You can do much for your varsity squads by advising the younger boys. Compare the shape of all Keds soles with that of any ordinary canvas shoes and note the difference. Note the shape of the Keds back seam. This is built to fit the Achilles tendon and not bind it. Years of research and experience were required to perfect this scientific last. Keds fit normal healthy feet from sole to upper and make possible a greater foot comfort and support than ever before attained.

Keds

the shoe of Champions

United States Rubber Company





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Specially designed for field hockey. High cleats attached to the smooth sole in scientific alignment. Shock-Proof insole.



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A low-priced basketball and general outdoor shoe. Arch and heel cushion. Shock-Proof insole.



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One of the most popular serviceable shoes at a moderate price for knockabout use. Arch supporting stays and Shock-Proof insole.



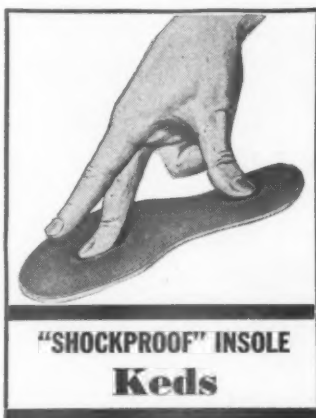
RADCLIFFE—GIRLS GYM

Low-priced gymnasium shoe for women and girls. Shock-Proof insole. Crepe knurled outsole.



CONQUEST—ALL-PURPOSE

High-grade, sturdy, lace-to-toe style with vulcanized crepe sole. Practical for general use. Also made in white for girls.



Canvas Shoes *can fit and protect growing feet*

● The second requirement of any athletic shoe is efficient cushioning against shock. The Shock-Proof insole construction, or the built-in arch and heel cushion in Keds, protects against floor shock and lessens fatigue. The canvas top, rubber-soled shoe which every youngster turns to instinctively because "it feels right" will "feel right" for the older boy when it is a Keds, properly fitted. The pounding of a gymnasium floor is tough on feet. Indoors and outdoors canvas shoes should fit—should give proper shock-proof protection. Keds give both.

*They Are Not Keds Unless the
Name Keds Appears on the Shoes*

Keds

the shoe of Champions



United States Rubber Company

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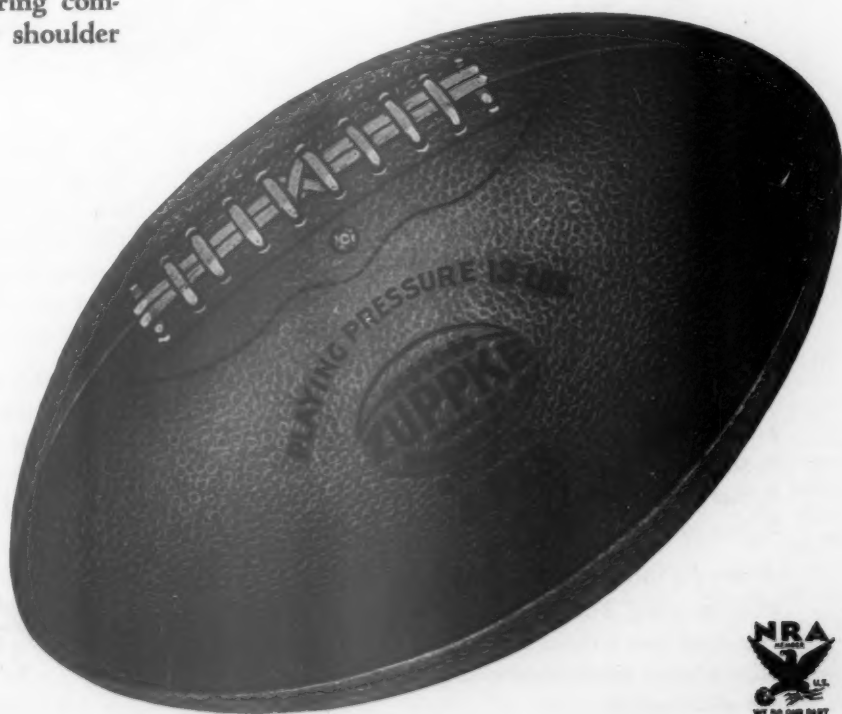
SAN FRANCISCO, CALIF.

for APRIL, 1935

Your men can smash through and play their hardest when outfitted with Rawlings equipment ~ It is designed and built to afford complete protection with extra protection assured at all vital points of contact ~ They'll buck, tackle, and block with that air of confidence born only through banishment of injury fears.

Rawlings equipment is sturdily built ~ It can take real punishment ~ It is light in weight allowing for extra speed ~ It is flashy and up to the minute in appearance and is made in a wide and complete price range ~ No hardship on your budget.

See your Rawlings dealer ~ He will gladly show you and point out the merits of the Rawlings line ~ Act Now!



Detachable Cleats!



WHEN THEY GO CHARGING ON...

An army may travel on its stomach, but a football team travels on its feet!

That's why it's important that you give your team the best shodding possible. We call your attention to the Spalding Screw-on Cleat Football Shoe. Here are a few of the advantages of these Screw-on cleats:

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5. Easy to put on or take off. Will not rust or freeze.

As for the shoes themselves, they're what you'd expect from Spalding. They are the strongest and sturdiest that ever sped over a chalk stripe and they vary in style and price to meet the individual requirements of every team and every budget.

The Model LGS is light in weight, of blue back Kangaroo and made on a sprint last; \$9.00 a pair wholesale—the SSR of very durable leather is a lightweight sprint shoe at \$6.25—and the DSR sturdy high school shoe, of good grade durable leather, wholesales for only \$5.75. And these are only 3 of 8 shoes in the Spalding line, which range in price up to \$12.85 a pair wholesale.

See for yourself what great football shoes they are, why they are used and enthusiastically recommended by outstanding coaches all over the country. Have your Spalding dealer show you the football line now. It's none too early to start equipping for fall.

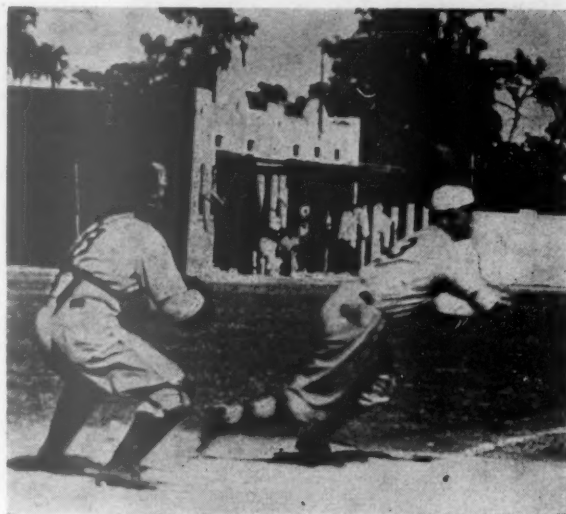
A. G. Spalding & Bros.

STORES IN ALL PRINCIPAL CITIES

THE ATHLETIC JOURNAL



The illustration at the left shows Frisch of the St. Louis Cardinals batting right handed. Excellent position at the finish of the swing is demonstrated by this Cardinal second baseman, who bats either right or left handed. At the right, Frisch is starting for first. This is an unusually good example of the form that should be used by a right-handed hitter.



Teaching Batting Fundamentals

By L. W. St. John

Director of Athletics, Ohio State University

BATTING has always been the most interesting and fascinating part of the game of baseball. Fielding has its moments and its exponents; pitching delights certain of the fans, and the fame of the great pitcher helps to pack the stands. But for real thrills give the fans hitting. The boys themselves and the fans prefer a Ty Cobb or a "Babe" Ruth to a "Dizzy" Dean or a "Schoolboy" Rowe.

There has been too much credence given to the old saw, "Batters are born and not made." True it is that a boy who does not have a "good eye"—some native ability to swing a bat so as to connect with a fast moving ball—may not be made into a really good hitter. However, careful study of the sound fundamental principles involved in good hitting will improve greatly the effectiveness of all the candidates.

Without a thorough study of the requisites of good form for batting—an analysis that the boys must understand and apply to themselves individually—the usual round after round of hitting practice does very little to improve hitting ability. Such practice serves to fix more strongly the bad habits a boy may have formed when he did not know what constituted good form. It is a hard task and a slow process, but the boy must be taken apart, as it were, and put together again in the right way if he is to become a good hitter. Such a process will pay big dividends in base hits.

Far too many batters are "pick hitters"; that is, they decide to swing or not to swing before the ball leaves the pitcher's hand. If he is ever going to learn actually to start a swing in the correct manner and then "break it" before he brings the bat fully around, the batter must be trained

in the proper technique of batting. He must master the fundamentals of good form.

Good batting calls for a fine grade of physical courage. The batter who steps to the plate fearful that he may be hit by the pitcher cannot hope to be a good hitter. His attitude should be rather that, if he is hit by the pitcher, that is just the pitcher's "bad luck." The pitcher has put the batter on base, and getting on base is, after all, the big objective of the batter.

The Home Plate and the Stance

THE batter is confined to a box 6 feet long and 4 feet wide. The middle point of the inner line of the box is opposite the middle of the plate and 6 inches away from the plate's nearer edge. The batter may crowd the plate by standing with his toes up to the inner line of the box—that is, within 6 inches of the plate. By bending forward he may be literally leaning over the plate. This is done at times to worry the pitcher and assist in drawing a base on balls, but is not good for a hitting position. A ball hit when the batter is in this position (if it be over the plate) would be hit on the handle of the bat. Watching the "kids" on the sand lot at play will disclose the fact that many of them stand very close to the plate (often a rock or a brick). As the pitcher delivers the ball, the batter pulls away from the plate, which he must do in order to hit the ball fairly with the proper part of the bat. In many cases here is formed the habit of pulling, which is hard to break up as the boy develops.

The proper position depends somewhat on the length of the bat. It may be taken by placing the toes from 15 to 18 inches

from the edge of the plate and on a line parallel to the line of the batter's box. In the best and orthodox position, the right foot (right-handed batter) is placed 6 to 10 inches farther to the rear than the plate, thus bringing the batter midway of the batter's box. This position may be varied at times for a variety of reasons. Standing at the extreme back end of the box may be for the purpose of giving the catcher more difficulty in throwing to second base or to third base when he is trying to get a runner attempting to steal. This back position may also be taken against a pitcher who has extreme speed, thus giving the batter a fraction of a second more time to meet the ball. A position at the extreme front end of the box is frequently taken to enable the batter to hit more effectively against a slow ball pitcher or against excessive curve ball pitching. For good straight hitting, it is recommended that the batter take a regular midway position opposite the home plate.

We have placed the back foot a short distance farther to the rear than the plate. What of the left or front foot? Styles change in baseball as in other things. Twenty years ago it was the practice for the batter to stand with his heels together and as he hit to take a good step toward the pitcher. The great Hans Wagner was the first notable example of a good hitter who adopted a stride stance at the plate and took little or no step in the act of hitting the ball. This stride stance is now adopted by a good many hitters and is here advocated as the position conducive to the best and most effective batting. With the back foot in position, as stated above, the batter places his front foot so



Illustrations 1 through 4 show Frisch, St. Louis Cardinal second baseman, batting left handed. In Illustration 1, he is about ready to transfer his weight to the front foot. This transfer is simultaneous with the meeting of the ball.



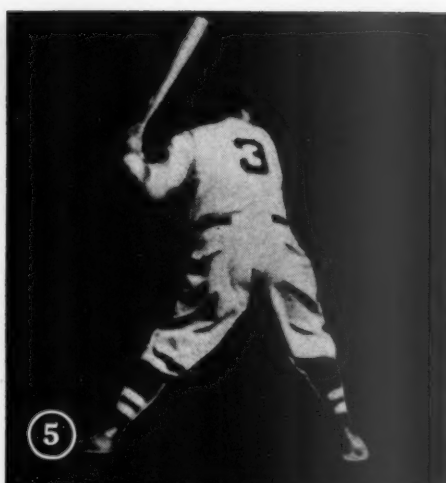
It may be noted in Illustration 2 that the swing is level and that the ball is met well out in front. The player's eyes are on the ball.



The complete follow-through as demonstrated by Frisch in Illustration 3 adds driving power to the hitting.



In Illustration 4, Frisch is making a quick break for first base after a fine follow-through. There is no loss of time or motion.



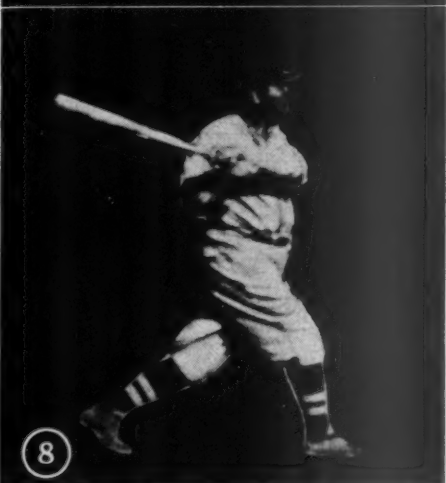
Ruth, right fielder of the Boston Braves, is shown at bat in Illustrations 5 through 8. Note the long back swing and the bat gripped at the end. This is an illustration of the typical preparatory motion of a slugger.



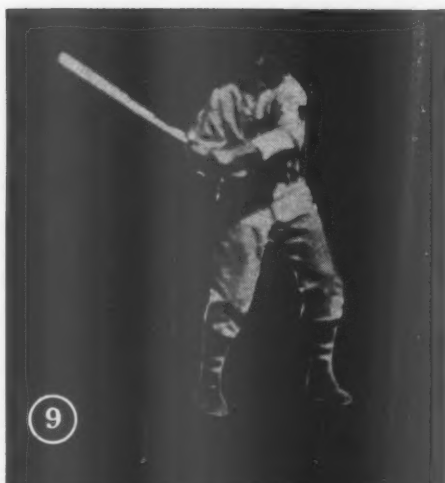
In Illustration 6, Ruth has started his forward swing. The bat is ahead of the body pivot. Ruth's elbows are close to his body. Note the start of fine wrist action.



In Illustration 7, Ruth's bat is meeting the ball out in front. His body is under good control; all his weight is going into the swing.



The completion of the follow-through is shown in Illustration 8. This excellent follow-through is one of the factors contributing to Ruth's tremendous driving power.



9

Berger, center fielder of the Boston Braves, is shown in Illustrations 9 through 12. In Illustration 9 may be seen a good example of the stride stance. The batter's elbows are close to his body. The bat is well back and up, ready for the pitch. Berger has started to raise his front foot, preparatory to advancing it.

Illustration 10 shows the short forward step from the original stance. The weight is shifting to the forward foot.



10

The front leg position in Illustration 11 is unusually good. The wrists are used to advantage. The ball is met well out in front.



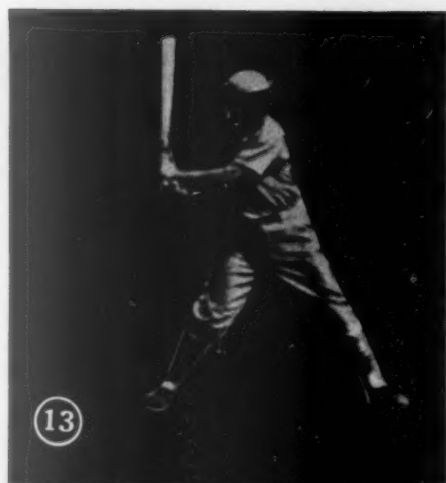
11

In Illustration 12, Berger is making a quick start for first. He has dropped his bat quickly and is already in running position.



12

Illustrations 13 and 14 show Collins, first baseman of the St. Louis Cardinals, a leading home run hitter. Like Frisch, Collins bats either right or left handed. In Illustration 13, the bat is well back and the hitter is ready to begin the forward swing. Note that his arms are close to his body.

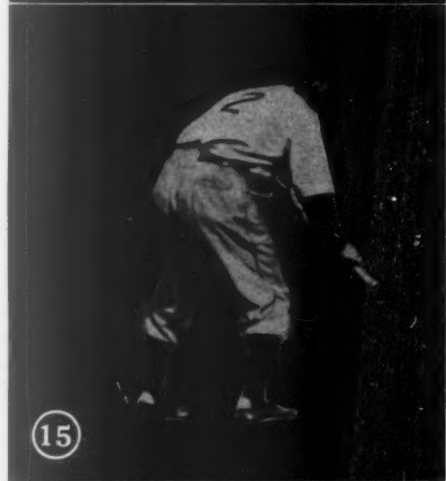


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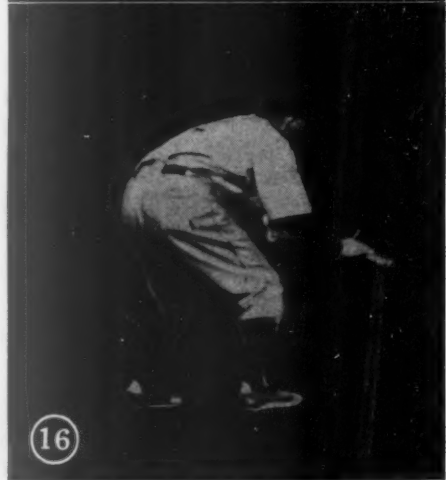
14

The level swing used by Collins is shown in Illustration 14. The bat is horizontal to the ground. The front leg has been braced to pivot against. The ball has been met well out in front of the plate.



15

Bunting position is demonstrated by Gehring, Detroit Tiger second baseman, in Illustration 15. He has taken his ready position early. His left hand is well out on the bat. With his right hand, he is holding the bat at the handle end. He has turned somewhat to face the pitcher. He is in fine position to start for first.



16

Illustration 16 shows Gehring bunting along the first base line. He has moved the large end of the bat forward to direct the ball toward first base.

that there are from 18 to 20 inches between the heels. His weight is well balanced on both feet. In the act of hitting, he should take a short, forward step (6 to 10 inches) with the front foot. This step may be straight forward or in toward the plate, rarely away from the plate. The direction depends somewhat on the type of ball the pitcher is using.

Body Position

IN the original position, the batter's weight is placed evenly on both feet. In the process of batting the weight will either remain so placed or be carried slightly forward, so that, with good body pivot and follow-through, the finish of the swing finds the weight rather well over the forward foot.

At the moment of hitting, the front leg will be rather firm and practically straight. The rear foot will be in rather firm contact with the ground. In no case should the back knee be bent sharply down and the weight shifted back toward the rear of the box.

Arm Position

THE best position of the arms requires that the elbows be kept close to the body, both in the back swing and in the follow-through. It is very bad to have the back elbow up and away from the body, "cocked," as it were, in the back swing. It is worse to have the front elbow up and away from the body as the swing finishes to the front. A position with elbows close is necessary for the best wrist action, which, with body pivot and follow-through, comprises the secret of hard hitting.

The swing should start with the bat well back and up. The shoulder should be high, the body turned rather well back. The bat must swing through a horizontal plane parallel to the ground, the end of the bat describing a perfect arc of a circle; not an S shaped curve, such as is described when the timing of the hands in forward motion is not right with the forward progress of the bat. At the finish of the swing, the bat should be released promptly and dropped to the ground, and the batter should start in a straight line for first base with all the art of a sprinter.

Eye Training

THE eyes must be trained to follow the ball right up to the moment of impact with the bat. This is known as keeping the eye on the ball. This must be a fact; not a pretty theory.

The tendency of many hitters is to swing much too hard. A concentrated effort should be made to center the bat squarely on the ball. Only so can good driving power be secured. Comparatively easy swinging with the fundamental positions correctly kept is necessary for good hitting.

Selection of the Bat

BATTERS should be encouraged to select a bat of shape, size and weight

that is suitable for their use. Once chosen, it is desirable that this bat should be used continually. If it is a standard model, duplicates may be secured. Insist on exactness of shape and weight. If it is not a standard model, duplicates may be secured by sending the bat, even though cracked or broken, to one of the manufacturers.

Encourage men to have their own, private bats, and do not allow others to use these privately marked bats. There should be a number of bats for general squad use, varying in shape and weight. It is a common thing for a player, seeing a batter have success with his bat, to ask permission to use that bat. The tested and good player does not like to refuse permission for a team mate to use his bat, but in every case he would much rather not have it used. The bat is quite likely not suitable for the player who wants to borrow it. Being unused to its balance, this player is much more likely to break the bat than is the regular user of it.

To use musical terms, we may say that individuals are keyed or tuned to different tempos or pitches. This is indicated by the natural walk or stride and has no definite relation to the size or height of the man. A man who walks with a long, slow stride will probably have a natural slow swing, and he will generally be able to use a comparatively long and heavy stick. The man who is a quick, short stepper in his natural walking stride will likely be a short, rather choppy swinger and needs a shorter and lighter bat.

A boy with short, stubby fingers needs a thin handled bat, whereas a boy with long fingers and a large hand will easily handle a heavier handled bat.

After some experimentation, the batter can usually tell whether the bat feels good to him, and, if he shows some aptitude in the use of a certain type of bat, he will do his best work with that. Confidence is a great asset in this matter as in so many other things in baseball.

Holding the Bat

THE bat should be held well at the small end, with the batter's hands close together, permitting the best wrist action in snapping the bat against the ball. This visualizes the player as having a bat that he is capable of using with a good, full swing. Choking the bat, that is, catching it well up from the end, is not so much in vogue as it was several years ago and is not a practice to be encouraged. Against strong pitching, and especially early in the season, it is not a bad thing to spread the hands on the bat, from 2 to 4 inches, thus giving the batter better control of the stick. This cuts down the power materially, but will enable the batter to meet the ball fairly and do a better job of hitting.

Bunting

BUNTING is a valuable and essential element in good batting. Even though

it is one of the simplest acts, apparently few men are expert bunters. The batter should take a good stride stance, with feet 18 to 24 inches apart. He should place the hand next the body at the small end of the bat and hold it firmly. He should then slip the other hand well out on the bat, up near the trademark, and hold it rather loosely, with the fingers along the bottom side of the bat and the thumb on top. Holding the bat horizontal, he should let the ball meet that part of the bat extending out beyond the hand.

One of the essential things is for the batter to have the bat *ready* and out in position, well in advance of the arrival of the ball. In no case, should he let the ball meet the top side of the bat. The bat should be well on top of the ball. The instant the ball meets the bat, the batter should drop it. He should not waste time and effort in throwing the bat.

Bunting along the third base line is done by holding the small end of the bat close to the body and extending the big end rather well out in front, so that the natural angle at which the ball leaves the bat will direct it down toward third. Bunting along the first base line is done by putting the handle out in front a bit and dropping the big end back, thus giving the proper angle for the ball as it leaves the bat. These directions apply to a right-handed batter.

It is a mistake to attempt to place the bunt too close to the base line. A bunt that rolls down the line 6 to 8 feet inside is successful. Aiming bunts 2 or 3 feet inside generally results in having the ball roll foul. A second foul frequently follows. Few players are sure enough of themselves to attempt the bunt with two strikes on them, and the opportunity to advance the man to second or third is lost.

Batting Faults

THE three most common and worst faults found among boys are pulling, swinging too hard and overstriding.

Pulling away from the plate is largely a matter of lack of courage and should be overcome in most cases rather easily. Taking a good stride stance and then advancing the front foot a very little in the act of hitting will help a great deal. Over-swinging is hard to correct. It calls for severe mental discipline only and should be overcome. Overstriding is probably the most serious fault and also the hardest to overcome. It leaves the batter in a very bad position, so that he has little chance to follow through and little chance to get the necessary wrist snap essential to good hitting.

The overstriding batter may be given these directions: Take a fairly wide stride stance (feet about 20 to 24 inches apart). Start your swing earlier and your forward step later than you have been doing, so that the bat meets the ball as your for-

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Can a Fast Ball Pitcher Be a Good Curve Ball Pitcher?

By G. G. Deaver, M.D., and William Gottlieb

Department of Health and Physical Education, New York University

IF a pitcher were asked, "What have you got?" the reply, no doubt, would be, "I have a smoking fast ball, a fast, sharp curve and good control."

However, when one studies the action of the muscles involved in pitching, this question arises: Can a pitcher have a good fast ball and a good fast curve?

From the purely anatomical standpoint, let us analyze the mechanism of throwing fast balls and curves. Fast ball pitchers, in order to get speed on the ball, must have a full and forceful extension of the throwing arm. The muscle which produces the extension of the forearm is the triceps, which is located on the back of the arm. It is conceded that wrist and finger action are important, but they are

DURING the routine medical examination of students in the Physical Education Department of New York University, Dr. G. G. Deaver noted an apparent deformity in the left arm of one of the students, William Gottlieb. Last year Gottlieb led the pitchers in the eight colleges in the New York area in games won, innings pitched, strikeouts and smallest number of walks. He was rated by newspapers as the best college pitcher in the East. In this article, an explanation is given for the apparent deformity of Gottlieb's arm. Incidentally, the article contains an analysis of the muscles used in throwing a baseball. Careful study of it may lead to the greater effectiveness of young pitchers.

not factors in the discussion that follows.

In starting the delivery of the fast ball, the arm is in the position shown in Illustration 1, while at the finish of the pitch the arm is as shown in Illustration 2.

Curve ball pitchers, on the other hand, do not need much extension of the arm. At the beginning of the pitch, the arm is bent, and in delivering the ball there is a great amount of fingering, with a rotation of the forearm to give that spin which produces the curve. (Illustration 3.) At the finish of this delivery the arm crosses the body, with the elbow flexed, forearm and hand rotated, index and third finger flexed, and the thumb extended as in Illustration 4. The muscle which produces this action (rotation or supination of the forearm) is the biceps.

Many people and most books classify the biceps as a flexor of the forearm. Colin MacKenzie states: "The biceps is usually regarded as the great flexor of the elbow joint, and as a supinator of the forearm. It is a supinator of the forearm, and so of the hand, but does not flex the elbow—that function being performed by the brachialis."¹ As a convincing test of the biceps action, try this experiment on yourself.

1. Flex the right arm and make the biceps contract. In doing this you will find that the palm of the hand faces the shoulder, with the thumb outward. The hand is then in the supinated position.

2. Place the fingers of the left hand on the contracted right biceps. Now rotate the hand so that the palm faces away from the shoulder and the thumb is inside;

then feel the relaxation of the biceps. Now rotate the hand back to its first position with the palm toward the shoulder and the thumb out. Repeat this several times and note the contraction and relaxation of the biceps with forearm rotation.

We may deduce from this that curve ball pitchers depend a great deal upon the biceps and brachialis, while fast ball pitchers must rely on the efficiency of the triceps for maximal speed. We have not mentioned footwork, body action or preliminary wind-ups, for these movements are the same (with good pitchers) whether they are throwing a fast ball or a curve ball.

If our postulations are correct, we should expect to find fast ball pitchers developing strong *triceps* and curve ball pitchers developing strong *biceps* and *brachialis* muscles.



Illustration 1—Beginning of fast ball delivery. Note extension of pitching arm.

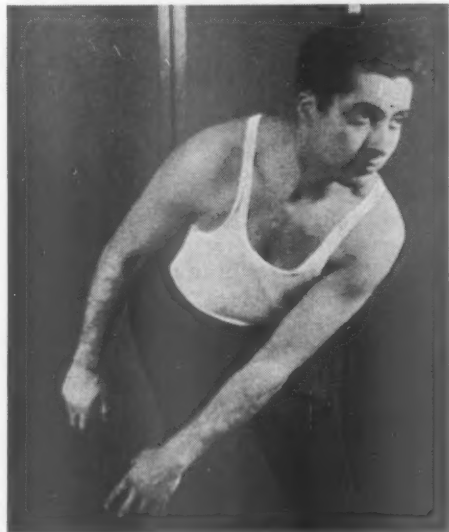


Illustration 2—Finish of fast ball delivery. Note full extension of the pitching arm and hand, and extension of index and middle fingers.



Illustration 3—Beginning of curve ball delivery. Note elbow flexion of pitching arm, and hand about to rotate.



Illustration 4—Finish of curve ball delivery. Note flexion of pitching arm, with rotation (supination) of forearm and hand, and flexion of index and middle fingers.

¹ MacKenzie, Colin; *The Action of Muscles*. Paul Hoeber, Inc., N. Y., 1930.

There is a physiological law which states that the stronger the muscle the shorter it tends to become. If we apply this law to our pitchers we shall expect to find shortening of the biceps and brachialis in pitchers who are known as curve ball pitchers and shortening of the triceps in fast ball pitchers.

It is interesting to observe that this has occurred in the case of one of us (W. G.), who is a left-handed curve ball pitcher. (Illustration 5.) The left arm remains in a slightly flexed position, and it is impossible to straighten the arm even when pressure is applied, because of the tremendous strength and shortening of the biceps and brachialis muscles.

From the standpoint of anatomy and physiology, the evidence would indicate that a pitcher who has developed a good curve and uses it often to fool the batters

will eventually lose whatever fast ball he



Illustration 5—Result of hypertrophy of biceps. Note full extension of right arm as compared with partial extension of left (pitching) arm.

has. Even in the big leagues, the evidence obtained substantiates the truth of this statement. Pitchers like Gomez, Dean and Mungo have all been labeled as speed ball artists by players, sports writers and fans, while Pennock, Hubbell and Mel Harder are recognized as good curve ball pitchers. From personal observation and information available, we find that there are no big league pitchers who have a great fast ball and, at the same time, very good curves. Sooner or later, they lose their fast ball when they develop a curve. It would seem, therefore, that a young pitcher who has a good fast ball and control should let well enough alone. Therefore, when a pitcher states that he has a good fast ball, a fast curve and control, it is well to keep in mind the old proverb: "Actions (and records) speak louder than words."

Hurdlers and Hurdling

By B. H. Moore
Louisiana State University

WHEN I think of hurdling, there are four essentials which run through my mind: The type of man, speed, attack and form.

My dream of a high hurdler is something like this: A man who is 6 feet 2 inches in height, who weighs 175 pounds when in condition and who can run the 100-yard dash in 9.8 or 9.6 seconds.

Why all the speed? With this speed he would have the advantage in taking the first hurdle ahead of the field, which is important. He would have no one on either side of him to distract his attention, and nothing to concentrate on except the hurdles in front of him. Experience may teach, and will teach, most men not to be bothered by competitors on either side or in front of them. Yet, I would rather have my man out in front. Terrific speed between the hurdles is important if the hurdler would be a champion. I have never had the pleasure of coaching a high hurdler who could run the 100-yard dash under 10.2 seconds.

Advantages of Large Men

WHY has a man who is 6 feet 2 inches in height and who weighs 175 pounds an advantage? A high hurdle is quite an obstacle in front of a man; so the taller a man is and the higher he is split, the less difficulty he will have in clearing the hurdle. If the man combines a few acrobatic movements with this height, any spring or jump off the ground may be eliminated. No man who has to employ a jump to clear the barrier can ever become as great a hurdler as can one who does not have to, if both men are equal in other respects. The movement should be a clear-cut drive across the hurdle.

Power is a very much desired asset to

WHILE a student at Carson-Newman College, Bernie H. Moore played football, basketball and baseball, and participated in field events. Upon graduating from this Tennessee college in 1917, he coached his home high school team at Winchester, Tennessee. After two years overseas in the World War, he returned to resume his coaching activities, going first to LaGrange, Georgia, High School and then to Allen Academy, Bryan, Texas. From 1922 through 1924, he served as Assistant Football and Head Track Coach at the University of the South. Between 1925 and 1928, he was Head Coach and Athletic Director at Mercer University. In 1929, he went to Louisiana State University as assistant to Russell Cohen and during the following spring took over the track team. Wherever Moore has gone, he has had outstanding success in coaching both track and football. Besides many sectional titles, his track team won the national crown in 1933. In the fall of 1934, upon the resignation of Captain L. McC. Jones, Head Football Coach at Louisiana State, Moore was elevated from the position of Freshman Coach to succeed Jones.

any hurdler; 120 yards of high hurdles, 220 yards of low hurdles or 400 meters of intermediate hurdles make a tough race, and a man needs all the stamina possible for a successful carry-through. Little men do not usually have the stamina. If one considers all the world's record holders in hurdle races, he finds that they have been big men, with one or two rare exceptions.

However, one finds many difficulties in trying to make hurdlers out of big men. Usually they are not relaxed. They are tight in their back, hips and legs. They

have difficulty in getting the body bend, the rotary hip movements and the relaxed leg action which will get them over the hurdle quickly. For some reason, the smaller men seem to have all of the relaxation necessary, but they do not have the other qualities. So if you were given four years in which to develop a hurdler, the big, fast boy would be the one to work on, or at least to consider.

Sam Klopstock of Stanford University is one of the few small men who have become outstanding high hurdlers. (Illustrations 1 and 2.) He has to do what all small men have to do—jump the hurdle. This jump eliminates proper body bend and attack, and causes an erect position and a float over the barrier. However, the coach who has a Klopstock to run the high hurdles in 14.4 seconds need not worry about the size of his hurdler.

Form

IF the hurdler is to develop into a champion, he must be brought to the realization that there is no event in any sport which requires more nearly perfect form than does high hurdling. Of course, every one knows that the standard take-off is about 6½ to 7 feet in front of the hurdle and that the landing is usually from 3½ to 4½ feet beyond the hurdle. The first thing to teach is the movement over the hurdle. This movement is purely an acrobatic stunt and is not natural; therefore, it takes a long time to develop it.

In the approach to the hurdle, the leading leg is lifted higher than if it were going into another stride. Some coaches say that the part of the leg from the knee down should just be straightened out at the knee, and the foot and the calf of the leg allowed to skim over the hurdle. I do not



Illustrations 1 and 2 show Sam Klopstock of Stanford University, who leads the high hurdlers on the 1934 Collegiate Honor Roll. In the National Collegiate Athletic Association Meet, he defeated Amaden Oliver of Miami University, George Fisher of Louisiana State University, Sam Allen of Oklahoma Baptist University, Ned Bacon of Denison University, and Lee Haring of Kansas State Teachers College, who finished behind him in the order named. In the West Coast Relays, he won the high hurdle event in 14.4 seconds.

As Klopstock is relatively small for a high hurdler, his form is unorthodox. He is compelled to jump the hurdle, instead of driving across. This jump eliminates correct body bend and attack, and causes an erect body position and float, which are undesirable. Klopstock's ability is such that he has been able to overcome the disadvantage of small stature.

Excellent high hurdle form is being demonstrated by Robert Lyon of the University of Southern California in Illustration 3. Note the position of the leading arm with relation to the leading leg. Note the palm of the hand and the fingers turned down. The rear arm has been pulled back by the body and the palm is down; the elbow is no farther back than the hip. Note also the snap down of the lower part of the leading leg.

Illustration 4 shows George Fisher of Louisiana State University in a close approach to perfection in body bend. In this instance, the body bend has been so timed and used as to throw the weight of the upper part of the body over and beyond the hurdle. This picture is also an excellent illustration of attack.

Illustration 5 gives another view of Fisher. His correct body bend has allowed no weight to lag behind. His body is across the hurdle. It will immediately follow the snap down of the lower part of the leading leg, and be in position to roll on over the landing foot and knee. Fisher will then be able to go into a strong stride for the next hurdle.

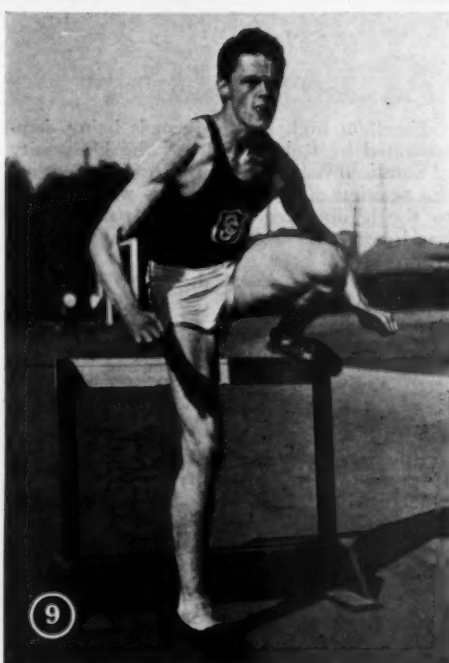
Glen Hardin, who heads the 1934 Collegiate Honor Roll in both the 220-yard hurdles and the 440-yard run, is shown in Illustration 6. Hardin's best time in the low hurdles during 1934 was 22.7 seconds, made in the National Collegiate Meet, when he defeated Amaden Oliver of Miami University, Heye Lambertus of the University of Nebraska, Vincent Reel of Occidental College, Wilbert H. Randow of Texas A. and M. and Ned Bacon of Denison University, in the order named. In this particular illustration, Hardin, who is a Louisiana State University athlete, is too high over the hurdle.





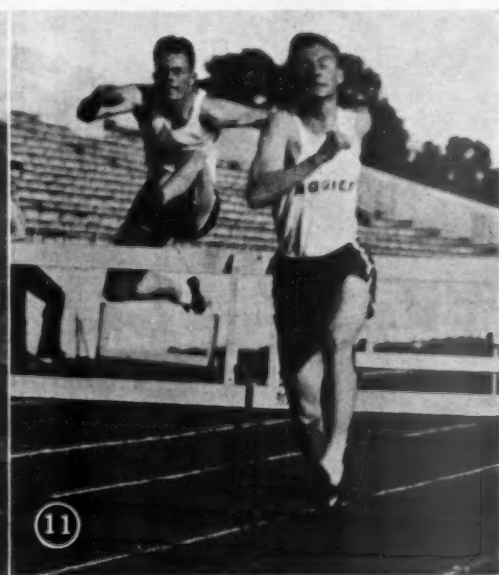
Illustration 7 gives another view of Hardin in the low hurdles. He is not exhibiting his best form here, as he has jumped at the hurdle, instead of driving across. When Hardin is hurdling in form, he employs hardly any other movements than those he uses in sprinting.

In Illustration 8, Hardin is again not showing his best form. He is too high above the barrier and he lacks the drive characteristic of him at his best. Hardin was kept out of the high hurdles so that he could concentrate on his low hurdle form, a mere step over the hurdle. There is a tendency for hurdlers to carry high hurdle form into the low hurdle event.



Ed Hall of the University of Southern California is shown in Illustration 9. He is using a quick snap down of the leading leg. His 1934 low hurdle record was 23.8 seconds.

Illustrations 10 and 11 show Wilbert H. Randow and John Herring of Texas A. & M. in the high hurdles. Their best 1934 records, however, were made in the low hurdles. Randow placed fifth in the National Collegiate Meet in the lows, and was credited with the time of 23.01 seconds. He is the man above the hurdle in Illustrations 10 and 11. As shown here, he does not seem to be using enough body bend. Herring won the low hurdle event in two dual meets in 23.1 seconds. He is the leading man in Illustrations 10 and 11. In these illustrations his knee action appears to be so high that he is being slowed down in getting into his stride.



agree with this. I believe that the leading knee has to be raised higher than the normal sprinting lift before it is straightened out. However, there is danger of another fault showing up at this point—lifting the knee higher than the hurdle.

A study of the picture of Bob Lyon of the University of Southern California going over the high hurdles reveals two important fundamentals. (Illustration 3.) Note the position of the leading arm with relation to the leading leg. Note the palm of the hand turned down and the fingers actually reaching for dirt. The arm is about on a level with the knee, and the hand is extended on out to the foot. The rear arm has been pulled back by the body and the palm is down, which is good. The elbow has not been brought any farther back than the hip or back. I believe this is a very fine study in the use of the hands and arms. Another excellent point in this picture is the snap down of the knee. These are three points which could well be copied by any hurdler.

In studying Lyon's picture, you should keep the following fundamentals in mind. As the leading leg goes up to clear the hurdle, the off arm goes forward. For example, in the picture of Lyon, a left-legged hurdler, as the left leg clears the top of the hurdle, the right arm is extended just as in sprinting, preferably with the palm of the hand down, as Lyon has so well illustrated.

Why should the palm be down? Because it gives another downward pull to help hurry the hurdler to the ground. If the hand were closed or driven out as in sprinting, it would keep the hurdler in the air too long and cause him to land too far beyond the hurdle.

There should be a sharp break or snap down of the lower part of the leg from the knee, as is well shown in the picture of Lyon. Also, the foot should be broken toward the ground slightly from the ankle. This movement of the foot will help to hurry the hurdler to the ground. However, an exaggerated movement of the ankle joint will land the hurdler too much on his toes and will probably unbalance him. The foot should not stick straight up in the air. The big point to keep in mind is that the hurdler must get back on the ground, for there he runs the race.

Individual Differences

THE taller the man, the more exaggerated the movement of the front arm and hand should be toward the ground. Tall men usually experience much trouble in that they land too far beyond the hurdle, and for this reason they have to cut or chop their strides in order to take the next hurdle. Turn now to the picture of Al Moreau of Louisiana State University and study it for front arm movement. (Illustration 16.) Moreau is not a tall man, being slightly less than 6 feet in height. During his college career,

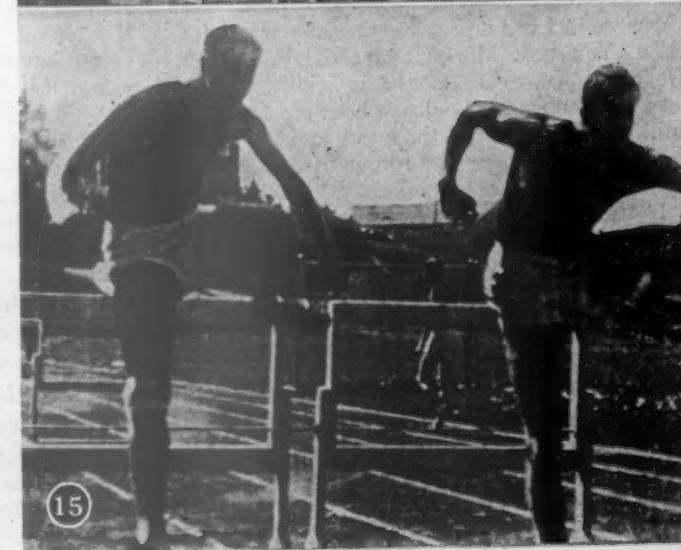
Illustrations 12, 13, 14 and 15 show Ron Kelley (left) and Ted Christoffersen (right), Washington State College hurdlers. Kelley is on the 1934 Collegiate Honor Roll in the high hurdles. His best time for 1934 was 14.6 seconds.

In Illustration 12, Kelley's body seems too erect on the approach to the hurdle.

Good position over the hurdle is exhibited by Kelley in Illustration 13.

Illustration 14 shows Kelley demonstrating good back leg action.

In Illustration 15, Kelley does not appear to be going into another stride soon enough. There appears to be some delay. The weight of the body has not been thrown on ahead sufficiently, because the hurdler did not have enough body bend.





Al Moreau of Louisiana State University did not compete during 1934. His best 1933 time in the high hurdles was 14.2 seconds. Contrast Moreau's arm action in Illustration 16 with that of Bob Lyon in Illustration 3. Moreau's form is unorthodox, but it was necessitated by his physical conformation. The sidewise movement of his trailing arm was not good, but he had to use it in order to maintain balance.

he was never able to place his leading hand down with his knee, because if he tried to he would invariably boot the hurdle. His leading hand reached a position slightly below his shoulder.

The point that I am trying to make is that the coach must keep in consideration at all times the man he is coaching. I tried to pull Moreau's arm down lower, but he could not run that way. The other arm, or the arm corresponding to the leading leg, should be drawn back exactly as if he were sprinting. Lyon shows you how to do this. Do not let the hurdler pull his rear arm any farther back than Lyon has it, which is about even with the hips or back. I had one hurdler who jerked this arm so far back that it threw him out of time and slowed him down a great deal. There are exceptions to all rules.

Refer to Moreau's picture, check his back arm and you will see that it has a side movement. He had to run that way in order to maintain balance. He would nearly turn around on the hurdle when pulling his arm back to his side. Side arm movement is not good, if it can be overcome, for the reason that, if the hurdler should be running in a race beside another hurdler who hurdles with the opposite foot to his, they may be striking hands or arms all through the race.

You see in Lyon near perfection of arm action. You see in Moreau arm action developed to take care of the individual. Both of these men are or have been great hurdlers. Lyon has run the event in 14.7 seconds, and Moreau has run it in 14.2 seconds on two occasions and several times in 14.4 seconds.

Body Bend

THE next fundamental to consider is the body bend. You may see in the picture of George Fisher of Louisiana State University what I consider body-bend perfection. (Illustrations 4 and 5.) A great many hurdlers never learn when to bend the body and never appreciate the value of this movement. I heard one of the prominent American track coaches say some time ago, while discussing hur-

dling, that somewhere in the approach to the hurdle there should be a body bend. At first that statement may sound foolish; yet it is true.

The start of the body bend, in my opinion, is individual. There is no doubt that it may come too soon or too late. If it comes too soon it will throw the thigh and hip into the hurdle. In other words, it will throw a lot of weight against the leading leg and cause the leading leg to skim the hurdle, or it will push the hip into the hurdle. If the body bend comes too late, the hurdler will be sitting up over the hurdle and go into a float or just sit, waiting for the law of gravity to bring him to the ground. In looking at Fisher's and Moreau's pictures, you will see that the body bend has been so timed and used as to throw the weight of the upper part of the body out over and beyond the hurdle. There is no weight left lagging behind; no sitting-up idea in the movement. The whole idea is to get the weight of the body across the hurdle, and, if the body bend is timed correctly, then the body will immediately follow the snap down of the lower part of the leg and be in position to roll on over the landing foot and knee, and go into a good stride for the next hurdle.

Study Illustrations 10, 11 and 12. Wilbert H. Randow of Texas A. & M., the man above the hurdles in Illustrations 10 and 11, is not using enough body bend. Ron Kelley, Washington State College hurdler, the man at the left in Illustration 12, is also too erect on his approach to the hurdle. Although his position over the hurdle is good, the lack of body bend has caused a delay in going into another stride. (Illustration 15.) Proper body bend would have thrown his weight on ahead and enabled him to go into his stride without delay.

Action of the Back Leg

THE next movement is that of the back leg. There is from one-tenth to three-tenths second in the proper movements of the back leg. The old idea of letting the back leg come through slowly and not

rushing it is, in my opinion, wrong. Formerly, the hurdler was told to turn his foot and knee out parallel to the hurdle and let it come through so that it would not hit the hurdle. Turning the foot and knee out parallel to the hurdle is all right, but the back leg, when it is just in the position where Fisher's back leg is in Illustration 4, should come up and through fast. The back leg should roll on the hip, be lifted up above the point of being parallel to the hurdle and whipped over into a stride just as soon as possible. We put a great deal of time on a hurdle exercise to develop the roll of the back leg on the hip joint. We try to get the hip joint as loose and relaxed as possible. Note Fisher coming off the hurdle in Illustration 5 and observe the high knee action. He has lifted his left knee well above the hurdle and is in the act of pulling it through very fast for another stride. His back leg is in fine position to come out and go into action. Do not be misled about this back leg action. Plenty of time can be cut off a hurdler's race if the movement is smoothed out.

The knee action of John W. Herring, Texas A. & M., the leading hurdler in Illustration 10, appears to be too high. As a consequence, he is slowed down. Good back leg action is shown by Kelley in Illustration 14.

Attack

AFTER the front leg movement, the arm action, the body bend and the back leg action have been somewhat developed, then begin to talk about attack on the hurdle. A hurdler should literally throw himself at the hurdle. Study Fisher as he is approaching the top of the hurdle. (Illustration 4.) You may see how fearlessly he is driving across the top of it.

I am trying to establish thoroughly the thought that a hurdler must use a drive across the top of the hurdle and not a jump or spring off the ground—no leap up in the air. Tell a hurdler to throw his chest at the top of the high hurdle. I have had more success in getting the body bend at the right place by using the term "attack on the hurdle" than I ever have had in any other way.

Low Hurdles

THE low hurdles remind me of a statement that I once heard a politician make. He said that there are three fundamentals in politics—money, money, money. In the low hurdle race, there are three fundamentals—speed, speed, speed.

The low hurdle race differs from the high hurdle race materially in this respect. Some boys run a good race in the high hurdles on form alone, but not so in the low hurdles. Form is a minor consideration in the low hurdles. There are just three things for the low hurdler to master: a slight raise of the leading leg; a very, very quick snap down of the lead-

(Continued on page 39)



Fundamentals of Baseball

By Paul J. Stewart
Baseball Coach, Northwestern University

BASEBALL is divided into four major departments. They are fielding, throwing, hitting and base running. These departments have two major fundamentals that apply to all of them, in addition to specific fundamentals that apply to each.

The major fundamentals may be covered by two simple rules: (1) Be relaxed, and (2) Watch the ball.

No player can expect to develop his full ability until he has learned to relax at bat and in the field. He cannot improve his hitting and fielding unless he watches the ball. Proficiency in baseball as in any other sport demands quick reaction and excellent timing, neither of which is possible without relaxing and watching the ball.

Fielding

FOUR specific rules govern the fielding fundamentals: (1) Be relaxed, (2) Watch the ball, (3) Get in front of the ball as quickly as possible after it is hit or thrown, and (4) Play the ball, never letting the ball play you.

Relaxation is again important because a fielder, either in the infield or in the outfield, cannot start as quickly as he should for a batted or thrown ball unless he is relaxed and alert. This same rule applies also to the catcher, who is a specialized type of fielder.

The fielder must watch the ball to determine whether to move in or back or to either side on the batted ball in order to handle it to the best advantage. The fielder's first thought should be to get in front of the ball as quickly as possible so that he can knock it down, even if he does not field it cleanly, and thus prevent the batter or other base runners from going extra bases.

As soon as the fielder is sure that he is going to get in front of the ball, he should move in on it in order to field it as quickly as possible. This is known as "playing the ball." The best place to field a bounding ball is at the height of the long bounce, be-

cause there it is easy to handle and allows the fielder to be in the best throwing position. The next best place is on the pick-up, or as the ball leaves the ground for the next bounce, because it lessens the chances for a bad or crooked hop. Some balls are hit so hard that the fielder will not have an opportunity to play them. These must be handled as best they may.

"Letting the ball play the fielder" means that the fielder waits for the ball to reach him, or retreats from it when he should move in to field it. This is a bad practice because it forces the fielder to handle whatever kind of bounce or skid the ball may take, without any opportunity for him to choose. This is a common fault of young ball players.

The position of the hands, feet and body are important in fielding, but I shall not go into that now except to say that, as a

general rule, in handling thrown or batted balls that reach the fielder above the waist the thumbs should be together and the fingers pointing up. In handling balls that reach the fielder below the waist, the little fingers should be together and the fingers pointing down. This presents the broadest possible hand surface to the ball and prevents awkwardness in fielding and getting into throwing position. More specific directions for catchers are given in the captions for Illustrations 1, 2, 3 and 4.

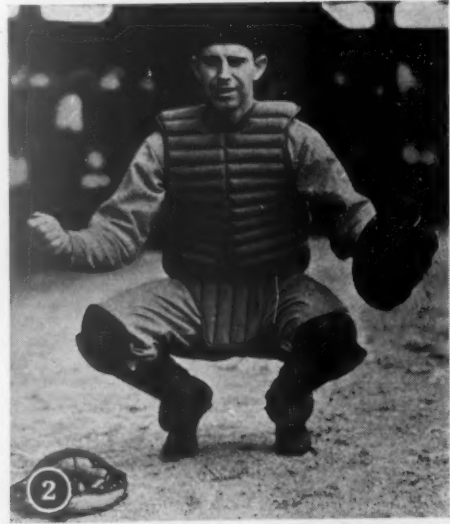
All fielders should get into good throwing position as quickly as possible after fielding the ball.

Throwing

THERE are two types of throws and three distinct throwing forms. The types are: (1) the full arm throw and (2) the short arm or snap throw. The throw-



Illustration 1 shows Bill Dickey of the New York Yankees in the squatting position the catcher assumes when giving his signals to the pitcher. The bare hand is closed to give the fingers the maximum protection against injury in case of a foul tip. The hand will not be opened until the instant the ball strikes in the mitt.



The only notable difference between the catchers in Illustration 1 and Illustration 2 is the position of the thumb on the bare hand. Instead of closing his hand to make a tight fist, Richard Ferrell of the Boston Red Sox in Illustration 2 lays his thumb along the side of the index finger in a more relaxed position. Either method is good.



Excellent body position for receiving pitched balls is demonstrated by Mervin Shea of the Chicago White Sox in Illustration 3. His feet are spread widely enough apart to give a firm stance but not so widely that the catcher cannot shift quickly to either side if the pitch is wide. His knees are slightly bent, giving relaxation, good balance and alertness. In this particular instance, the pitch is high; so the fingers are up, allowing the catcher to present the full face of the mitt to the pitch.

ing forms are (1) overhand, (2) side arm and (3) underhand.

The full arm throw is employed mainly by the pitchers and outfielders. They use it because it is easier on the arm than the snap throw, and the throwing they do requires power and accuracy rather than quickness. The snap throw is used by the catchers and infielders because their throws must be got away quickly, and the snap throw travels through a shorter arc than the full arm throw before the ball is released. It is accurate enough for the short throws across the diamond by these players. See the illustration of Mickey Cochrane at the head of this article.

The full arm throw starts well back of the body. The hand and ball describe an arc at almost full arm's length from the shoulder. The snap throw starts from behind the ear and the radius of the arc is from the elbow.

The overhand throw is used almost exclusively by outfielders, although certain pitchers use it, and catchers and infielders use it when they have time. The side arm throw is used by side arm pitchers, and also by infielders when it is to their advantage to get rid of the ball in that manner. The underhand throw is used by a few pitchers, and frequently by catchers in handling bunts. Infielders also should use it on balls hit slowly, or at any time that quickness in getting rid of the ball is more essential than accuracy.

Correct throwing form requires the fielder to maintain as good balance as possible. The weight at the start of the throw should be on the right foot for right-handed throwers and on the left foot for left-handed throwers. With the other foot, the fielder should step directly toward the man he is throwing to. Common faults among young players are starting the throw with the weight on the wrong foot and not stepping toward the receiver of the throw.

Hitting

THE fundamentals of hitting may be learned by observing the following rules: (1) Be relaxed, (2) Watch the ball, (3) Hit only at pitched balls that would be called strikes, (4) Take a level swing at the ball, and (5) Hit the ball at the height of the swing.

Relaxation develops quick reaction to

THE picture at the head of this article illustrates the excellent throwing form of Mickey Cochrane of the Detroit Tigers. The ball has been brought in a direct line, and without extra motion, from the point where it was caught to the throwing position. The body is turned and the gloved hand is extended so that it cannot interfere with or tie up the thrower. Notice that the elbow of the throwing arm is away from the body and well back. The throw starts from behind the ear and is made over the elbow with a wrist and elbow snap. At the finish of the throw, the back of the hand should be up. The ball should leave the tips of the fingers last.

the pitch and coolness at the plate, and is directly responsible for the best timing.

Watching the ball is important, because a hitter cannot hope to hit consistently a moving ball that he does not see. He must see the ball to determine whether the pitch is good or bad, a strike or a ball.

By a "level swing" I mean one that brings the hitting surface of the bat directly into the path of the pitched ball, not a swing that keeps the bat parallel to the ground, regardless of whether the ball is a high pitched one or a low pitched one. A level swing at a high pitched ball, one above the waist, requires the big end or hitting surface of the bat to be slightly higher than the hands. A level swing at a low pitched ball, one below the waist, will find the hitting surface of the bat slightly below the hands at the moment of impact with the ball. This is controlled by the hand that is on top or nearest the hitting surface, the right hand in case of a right-handed hitter and the left hand in case of a left-handed hitter. The only pitch in which the arc of the bat should be parallel to the ground and in which the hands should maintain practically the same level is a waist high pitch.

When I say "hit the ball at the height

of the swing," I mean at the point in the swing where the top wrist and arm straighten out. This is the point in the arc in which the bat travels that the bat attains the greatest speed and the point at which the hitter attains his maximum power. This requires almost perfect co-ordination and timing.

Illustrations 5, 6, 7, 8, 9 and 10 should be studied in connection with the discussion on hitting.

Base Running

BASE running includes advancing on a batted ball, and stealing a base on a pitched or thrown ball.

When advancing on a batted ball, the runner should take one quick look to see where the ball is hit: to the infield or to the outfield, on the ground or in the air. If it is on the ground to the infield, the runner's advance will be limited to the next base. If it goes through, he may be able to advance an extra base. This will depend on his start and his speed, as well as on how quickly the outfielder gets to the ball and the strength of the outfielder's arm.

If the ball is in the air, the runner must "hold up" a little until he sees whether or not it will be caught. How far he may advance if it is not caught will depend on the length of the hit. The main thing the runner must keep in mind is that he should not watch the ball all the time while running. He must take his look, determine whether to advance or "hold up," and, when once decided to advance, devote his



Illustration 4 shows the same firm, relaxed stance as that shown in Illustration 3. Glenn Myatt of the Cleveland Indians is starting after a foul fly. His first move when the ball was hit was to throw off his mask and locate the ball. In another instant he will move to catch the ball, if it is in his fielding territory.



attention to running. The successful stealing of a base is the result of keen observation, sound judgment as to when to steal, a good lead off the base, a quick start and a hard elusive slide.

The runner should watch the pitcher closely for the first move he makes when pitching to the batter. When the runner sees it, he should start provided he has a good lead.

The things for the runner to keep in mind when on the bases are the following: (1) Where is the ball? (2) What is the score? (3) How many outs are there? (4) Where are the base runners ahead of me? (5) What is the ball and strike count on the batter? These all have a bearing on what the runner should attempt to do.

The best general rule for the base runner is this: "Never take chances on the bases when your team is more than two runs behind in the score."

Illustration 5 shows John Burnett, an infielder of the Cleveland Indians, waiting for the pitch. The bat is well back, large end well up; the hands are clear of the body, making possible a clean, free swing. Notice that the arm nearest the pitcher is down sufficiently far to give the batter an unobstructed view of the pitched ball all the way to the plate.

Henry Bonura of the Chicago White Sox is shown in Illustration 6. Bonura is pulling away slightly with the upper part of his body in order to hit at a high inside pitch. This illustrates a common fault among young hitters. It shows a tendency to pull in the hands and lean away from the pitch in order to hit the ball. The batter would hit with more power if he could hit the ball farther out in front of the plate and attain a greater pivot of the shoulders.

Illustration 7 shows Charles Gehringer of the Detroit Tigers in an excellent follow-through. Notice that the left hand has come through on top, controlling the hitting end of the bat throughout the swing.

Babe Ruth of the Boston Braves is shown in Illustration 8 at the finish of his swing. Notice the extreme pivot of the shoulders and upper part of the body. The right foot has stepped well into the pitch, giving the batter a firm foundation for the tremendous leverage he secures when swinging.

In Illustration 9, Julius Softers, Boston Red Sox outfielder, has just swung at a low pitched ball. Notice that there has been no attempt to keep the bat end down at the level of the pitch, after the ball has been hit. The low ball was hit by bending forward slightly at the waist and reaching out with the arms to hit the ball. Notice particularly the shift of body weight coming in the swing. It is directly toward the pitcher and into the pitch.

Lynwood Rowe, Detroit Tiger pitcher, who is a long stride hitter, is shown in Illustration 10 going after a low pitched ball. Notice that with Rowe, in common with all the other hitters, the front foot is firmly planted. The back foot remains in contact with the ground throughout the swing, insuring maximum power. The bat, arms and shoulders have completed a full pivot, while the head and eyes have remained practically stationary, insuring a clear and unchanged view of the ball all the way to the plate.



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JOHN L. GRIFFITH, Editor

Superiority vs. Inferiority

SOME time ago a college professor asked the Editor of this magazine the following question: "Have you ever known an athlete who was a Communist?" The Editor was forced to confess that he did not know of a single outstanding athlete who was a member of the Communist party or who belonged to any of the various campus "pink" societies. Of course, there may be here and there a man, once a successful athlete, who has been indoctrinated with the philosophy of Karl Marx, but it is quite safe to state that there are not many such men.

The reasons, perhaps, why our successful athletes have not been enamoured of the Communist philosophy are as follows:

If a boy goes out for a team, he probably is by nature a competitor; he enjoys a struggle against opponents and he is undoubtedly an aggressive, self-reliant sort of chap. In his athletics he learns that superiority is more to be desired than mediocrity or inferiority. There is no place on a high school or college team for a boy who is not willing to do his best. Such a lad wants only a fair field and no favors. He asks only for a chance to fight his own battle. If he is the right sort and does not win, he blames himself and not the system. Generally speaking, he is not in a small way envious of those who beat him but invariably is the first to congratulate the man who happens to be the victor. When he loses in a race or a game and then congratulates the winners, he no doubt says to himself, "Well, you were a better man than I today, but sometime, somewhere, we will meet again and then we will see who the better man is."

That is the spirit of athletics, and because that is the spirit of our athletes they, taken by and large, are a self-reliant, patriotic, loyal kind of fighting men.

The Communist, on the other hand, hates superiority. He is jealous of those who are possessed of superior intelligence, who are thrifty and who are willing to pay the price for victory. He wants to live off somebody else, and, consequently, he

advocates a scheme of life which will guarantee him safety, security and an easy living.

One of the best bulwarks that we have in this country today against the spread of subversive movements is the fighting, aggressive, self-reliant athletes who are found in our schools and colleges.

The writer does not mean to imply that the athletes are the only patriotic, loyal and self-dependent persons to be found in our educational institutions. Without doubt, the great majority of school teachers, college professors and students in the educational institutions are sound, dependable and patriotic American citizens. This was brought forcibly to our attention at the recent meeting of the National Education Association held in Atlantic City. The majority of American teachers who attended that Convention rebuked the radical group that believes that our American institutions of government and our American economic system should be destroyed and in turn supplanted by some collectivist form of government and economics.

The teachers at that convention went on record as favoring a program stressing the use of "intelligence rather than pressure and force in making such social and economic changes as are needed for the improvement of American life." This resolution means that our teachers believe that when the race makes progress it is by and through the process of education, including moral education. It means that the teachers do not feel that we can make men good and honest by legislation or coercion.

The Department of Superintendency of the National Education Association, among others, unanimously adopted the following resolutions:

"In order that the United States of America may rapidly and fully achieve its goal of economic, social and spiritual well-being for all, and in order that the schools may be an effective agency for the realization of this democratic goal, we pledge ourselves to an educational program for all which will stress:

"FIRST—Knowledge and appreciation of the great ideals of human betterment toward which America strives.

"SECOND—Loyalty to the American form of democratic government which acts for and with the people to realize those ideals.

"THIRD—The ability and desire to use intelligence rather than pressure and force in making such social and economic changes as are needed for the improvement of American life.

"FOURTH—Understandings that will help to build a sound economic order planned for human welfare.

"FIFTH—The development of the capacity to live on as high a level as our potential economic resources will permit.

"SIXTH—Vocational competence of each individual together with an understanding and appreciation of the contributions of other workers.

"SEVENTH—Conditions which promote sound and stable physical and mental health.

"EIGHTH—Advance in emotional stability and spiritual strength which results in poise and con-

trol of conduct essential to the welfare of the individual and jointly as a whole."

Some people in these trying times have adopted a defeatist attitude and are freely predicting that our American institutions will not endure. They will endure so long as we have American school teachers such as those who attended the N. E. A. meetings in February and such as coach our school and college athletes.

The Cost of Education

DR. GEORGE STUDEBAKER, Commissioner of Education, is reported by the public press as having stated recently that one-eighth of the common school population, three and one-half million children, will be without teachers on April 1st, unless substantial assistance is provided from some source. The school and college population increased tremendously in the period from 1919 to 1929. During some of those years our annual national income amounted to approximately eighty-three billion dollars. The American people were very generous in those days in supporting the educational program and increasing the educational plants.

Today it is estimated roughly that our income totals less than one-half the amount that we had coming in during the peak years. Thus, it goes without saying that we do not have so much money to spend today as we once had. Every reasonable man will agree that we cannot afford to effect savings, however, at the cost of education. It appears that we are going to charge our depression to our children, and perhaps this is inevitable and unavoidable. Regarding that, thoughtful persons differ, but it would be no less than criminal for us as a people to punish our children for our shortcomings by denying them an education.

It has been estimated that the expenditures for public school education in the fiscal year 1931-32 were approximately \$2,174,650,000. On the other hand, according to Albert W. Atwood, our annual tax bill can be placed conservatively in the neighborhood of \$10,000,000,000. If we subtract from that staggering sum the legitimate cost of government, including the cost of maintaining our schools, there would still be left several billion dollars which are expended annually in paying the salaries of politicians with whose services we might very well dispense.

It should be noted that, while we are decreasing the costs of education, we are at the same time increasing the costs of government. We formerly believed that when the race made progress it was by and through education, including moral education. Free peoples have always placed their faith in education instead of in government.

Our school teachers have always been notoriously underpaid. Many of them today are carrying on even though their salaries have not been paid for many months. We are constrained to believe that they have done their part during these trying days. The time has come when we should insist that the

costs of government be decreased and the allowance for education be very materially increased.

The Future of Physical Education

IN the early days, we thought of physical education in terms of required work, calisthenics and formal gymnastics. We did not accept highly organized interinstitutional athletics as a legitimate member of the physical education family. When one of the older men in physical education work accepted a position in a leading Eastern university several years ago, he was advised by his colleagues to have nothing at all to do with intercollegiate athletics. That was a time when intercollegiate athletics were frowned upon by those who were laying the foundation for our present physical education programs.

At a meeting of the American Physical Education Association some years ago, a number of us at a luncheon were seated about a table. One of the ladies in the group said, "We might as well admit that athletics have been detrimental to our cause."

These two illustrations, perhaps, will serve to show an attitude that existed in the earlier days but one that we do not feel exists in many quarters today. When we speak of physical education now, we think of a complete program, a program that is designed to serve the interests of the sub-normal youth, the average youth and also the youth of superior physical and athletic abilities.

It is well that we should at this time inquire whether in the years ahead of us we shall recognize the fact that all of our physical education activities have a legitimate place in the program.

A second question we should like to ask is whether physical education has been generally accepted by the schools, the colleges, the churches and other groups of our people as a factor for good to be desired and encouraged instead of as a factor of questionable value to be tolerated. Not with any thought of answering the question at this time, but solely for the purpose of presenting certain information which may throw light on the subject, we may call attention first to the fact that in the last fifteen years a great deal of money has been spent by the American people for parks, playgrounds, athletic fields, swimming pools and the like. It stands to reason that if the American people have spent freely of their money in providing facilities and equipment for the maintenance of physical programs, then the American people must have been convinced that these things were worth while.

Is it true, then, that we may face the future encouraged and strengthened by the thought that physical education is now an accepted fact? Is it true that its forces are better solidified and more harmonious than ever before? If the answer to these two questions is in the affirmative, then I feel that we who are concerned with physical education may hope to make in the next decade a very worth while contribution to the physical and spiritual life of our times.

Developing Better School and College Tennis Players

By John McDiarmid

IN spite of the fact that tennis is at its best when played "for fun," the desire to improve one's game, to be able to beat one's biggest rival, is irresistible and quite commendable.

Encouragement in this direction is to be found all along the line, and, in collegiate circles, the increased interest in tennis is perhaps well indicated by the growing number and improved quality of university tennis coaches. It is obviously not within the grasp of the majority of schools to follow the policy of the few that have secured high salaried and famous professionals in the effort to raise the competitive quality of their tennis teams. This economic fact, however, is no excuse for the almost complete lack of guidance and encouragement which unfortunately may still be found on a number of college campuses.

In some instances, a workable solution has been found by way of the voluntary contribution of services on the part of a faculty member whose interest in the game is combined with a desire to aid his university along the competitive path. It is not essential that such a coach have at the outset an advanced technical knowledge of strokes and tactics, and indeed many of the most successful volunteer coaches make no pretensions along that line. What is of more importance, as a general rule, is attention to the fact that the players are provided with well kept court facilities and suitable equipment, are encouraged in regular and intelligent practice sessions, and are taught proper court behavior and the principles of high sportsmanship.

It is by no means my intention to belittle the value of competent coaching as a means of developing better competitive tennis players. I insist, however, that much can be done through the use of common sense and the application of a few fundamental rules that are easily comprehended. In the following hints which, it is hoped, will be of some value both to players and instructors, I make no claim to complete originality, but attempt rather to emphasize some of the points which experience has led me to believe are of major importance.

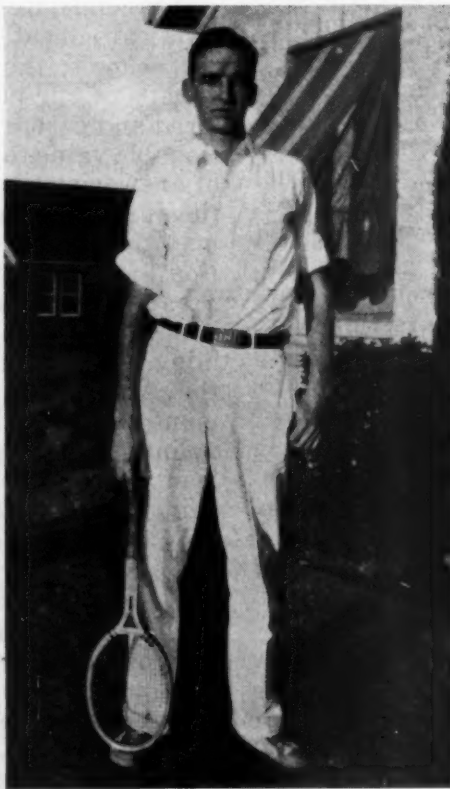
Physical Condition

THE starting point, in my opinion, must be the question of physical condition. For several years I was somewhat dubious of my liking for a game which was considered by many as "sissified," and I believe

I am making a fair statement when I say that even today a slight suspicion of this stigma is still present in the attitude of some people.

No one who has the faintest familiarity with competitive tennis would tolerate such an opinion, however, and certainly any player who has ever entered into a hard, five set match when not in the pink of condition will substantiate my view. Time after time, in my several years of tournament experience, have I seen the

As a student at Texas Christian University, John McDiarmid captained the tennis team in 1930 and 1931. At the present time, he is a graduate student at the University of Chicago and ranks second among tennis players in the Chicago area. Paired with Robert Bryan, his national doubles ranking is fifth. He is third on the Western Association singles list and fifteenth in the national singles ranking. At various times, he has been singles champion of Kansas, Arkansas, North Carolina, Louisiana, Wisconsin, Mid-Dixie and Ohio Valley. He and Bryan are the present holders of the Southern doubles title. His most recent triumph was in early March of this year, when he and Midge Van Ryn won the mixed doubles championship of Bermuda.



John McDiarmid

wreath of victory go to the man whose endurance and stamina have proved to be the deciding factor. Of what use are superior skill and stroke equipment if not backed by the ability to maintain the pace until the end of the match? Perhaps the first two sets may be captured, but the remaining three are apt to be an agonizing nightmare to the man whose wind is gone, or whose legs refuse to continue the struggle.

And yet, proper condition for tennis competition is not difficult to attain. There has been much discussion as to the advisability of particular diets, but I believe hardly anything more is necessary along this line than a moderate use of wholesome foods, if especial care is taken to avoid eating heavily just before an important match. In other respects, training rules for successful tennis campaigning differ very little from those for other vigorous sports. No greater tribute to sound training habits is possible than a simple reference to the career of William T. Tilden, 2nd, who at the age of forty-three is able to play a brand of tennis capable of commanding the respect of any player in the world today.

Playing Conditions

IN the second place, playing conditions are of undisputed importance. No one can develop sound ground strokes on a court which demands continual guessing as to the degree and direction of the faulty bounce which experience has led one to expect. Apparently this is a very simple and obvious observation, but many university authorities are content merely to provide "courts," whereas with slight expense and a bit of intelligent caretaking the difficulty could be remedied.

Another serious drawback to profitable practice or to optimum match play is a strong wind, in the absence of adequate protection. I hesitate somewhat in stressing this point because of the expense frequently involved, but certainly nothing is more futile than an attempt to perfect a stroke, or to correct a fault in stroke production, when gusts of wind prohibit proper timing. Since the intercollegiate tennis season is the spring of the year, the wind hazard is more of a problem than is the case in connection with the summer tournaments, but, if recognized as a serious problem, it could frequently be guarded against through intelligent planning of court construction, and through the use of backstop wind protections.



The six illustrations on this page show Vincent Richards executing a backhand volley. The arm movements are those of a particular stroke, but the principles of footwork pictured here may be applied in the execution of any stroke. Note the way in which Richards carries out the three fundamental rules of footwork. He keeps his body perpendicular to the net. As he makes his stroke, he shifts his weight from the rear foot to the forward one. Immediately upon completion of his stroke, he moves to get into the proper position for the next stroke.

Illustration 1 shows Richards in position for the stroke. In making the backhand volley, he stands slightly in advance of a position halfway between the service line and the net.

In Illustration 2, Richards is preparing to make the stroke. His body is perpendicular to the net, the upper part of his body being tipped slightly forward. At this moment, most of his weight is on the right or forward foot.

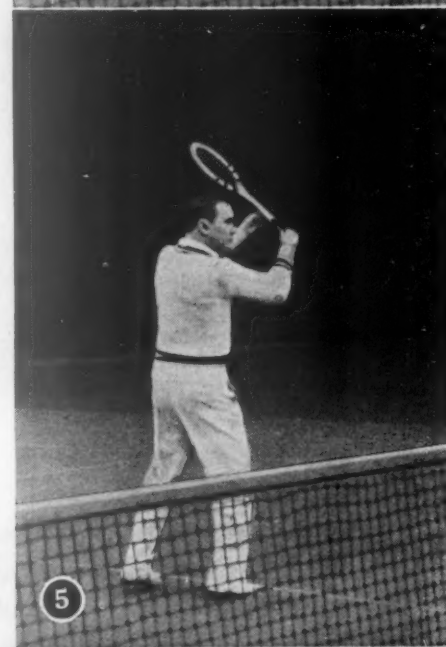
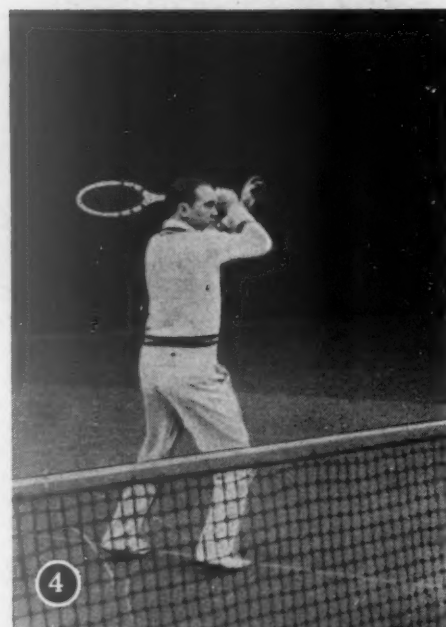
In Illustration 3, the body weight, which has been shifted to the left or rear foot, is now beginning to be transferred to the right. Note the slight forward crouch of the body and the position of the right shoulder in relation to the net. Richards' eye is on the ball, which will be hit well out in front of his body.

Illustration 4 shows the body weight still flowing toward the right foot. Note that Richards' heels are off the ground and that the balls of the feet are bearing his weight. This helps to give power to the stroke. In this particular instance, the volley is a relatively high one. Therefore, the ball may be hit sharply. When the ball comes below the net, it must be blocked with the racket head slightly tilted to deflect it upward and over the net.

In Illustration 5, the weight of the body is being shifted almost entirely to the ball of the right or forward foot. The racket is about to be drawn across the ball in making the stroke.

The follow-through of the backhand volley is shown in Illustration 6. The body weight is entirely on the ball of the right or forward foot. The body is still perpendicular to the net. The arms have parted naturally, and Richards is now getting into position for a possible return.

Illustrations courtesy of Dunlop Tire and Rubber Company.



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on, Captain Drake Track Team

for APRIL, 1935

Equipment

CLOSELY akin to the provision of favorable playing conditions is the selection of suitable equipment. Championship tennis cannot be played with a poorly-strung or unwieldy racket, or with old, worn-out balls. This fact must be recognized, which is not to deny to those unable to afford expensive rackets and new balls the joy of playing the game.

What I desire to point out is the fact that those wishing to produce winning players must see the advantages of a prudent investment in new balls and well-balanced, tightly-strung rackets. Tournament players, who get in the habit of changing balls every seven games, are by their own admission spoiled in this respect. Nevertheless, I am prepared to say dogmatically that practice with balls which have grown "light" (i. e., devoid of felt) is of limited value in preparation for tournament play. If this fact be admitted, then a workable compromise between economy and efficiency can be devised to fit each given situation.

Fundamental Rules

PASSING on to safer ground, I should like to examine briefly some of the fundamental rules that must be observed in actual play, if good tennis is the desired result. It is safe to hazard the guess that all of us are tired of being admonished, "Keep your eye on the ball!" But, no matter how often repeated, this maxim loses not a whit of its force, nor an ounce of the truth which it contains. When serving, when attempting to pass an opponent at the net—indeed, when making any stroke whatsoever—the player must keep his eyes riveted upon the little spheroid to the exclusion of all else. To glance away when smashing, or to watch an opponent advance to the net behind his shot, is in the majority of cases synonymous with conceding the point!

Correct footwork is of vital importance, though not consciously developed so frequently in the early stages of training as should be the case. Some few top-flight players have advanced with faulty footwork, and might be cited in refutation of the rule, but, for every one of these, three other players may be pointed out who have failed to achieve the heights largely because of the development of incorrect habits. On the other hand, when one observes the flawless stance and the practically perfect and effortless movement about the court of a player like Frankie Parker, the taste for argument on the point disappears. The simplest rules concerning correct footwork are three in number:

1. Execute both forehand and backhand strokes with the body *perpendicular* to the net.
2. Shift your weight from the rear foot to the forward one when making the stroke.

3. Get into the proper position for the next stroke as soon as possible.

Elementary Strategy

A COMMON mistake made by young players is the attempt to kill each shot outright, and thus to end the point immediately with a brilliant placement. Nothing is more disastrous than this practice. How vividly I recall the first tournament match I ever lost, when at the age of twelve I saw my smashing forehand and flawless backhand crumble before the merciless defense of an opponent whose only weapon was a push-shot, yet who had learned the object of the game—namely, to get the ball over the net and into the court! My utter amazement has been shared by scores of other young players who are unable to understand their crushing defeats at the hands of opponents who "haven't got anything." The cultivation of steadiness, of patience in maintaining the rally until an opportunity for attack presents itself, is certainly one of the fundamental lessons of sound tennis strategy.

Nine out of ten young tennis players try to develop speed, or pace, on their shots, and I would by no means deny the value of this quality. But how many recognize the importance of length? I believe that to the young player nothing is more discouraging than to play an opponent whose shots mercilessly pound the baseline and keep him jammed against the backstop. He finds it impossible to get to the net, his returns must of necessity be defensive, and in general he has the uncomfortable feeling of being constantly and effectively attacked. Ability to vary the length, like a change of pace in baseball, is invaluable, but, as a basic weapon, the shot that strikes near the baseline of an opponent's court is pre-eminently potent. This fact is often neglected, or underemphasized.

Grips and Strokes

DISCUSSION as to the relative merits of various racket grips for the different strokes is almost unending. It is my own opinion that the Eastern grip, or some slight variation thereof, is the one most conducive to the maximum results on both forehand and backhand, especially when frequent change of playing surface is encountered. However, in the top ranks may be found numerous examples of powerful and effective strokes made with almost every conceivable variation of grip, and, in coaching young players, the theoretical advantages of any one particular type must be carefully weighed against the advisability of retaining a natural style, developed through years of habit-forming practice. This latter consideration is of course of relative unimportance when coaching begins in the early stages of the player's career.

The tennis champions of the future must be exponents of the all-court game. The sad spectacle of a player with sound and

peaceful ground strokes who lacks the net attack for which his forcing shots pave the way, or of a sterling volleyer whose effectiveness is seriously limited by unreliable ground strokes, should impress this fact upon us. Here the "amateur" coach can render a great service by encouraging patient practice in the department where weakness is most apparent. This rule of practice can be generalized, and expressed as follows: "Devote your practice to the weakest points in your game—whether forehand, backhand, volley, serve or smash." This is not always a pleasant task, and it is much easier oftentimes to exercise and enjoy one's most accomplished stroke. If it be remembered, however, that every worthy opponent will soon discover and mercilessly attack a pronounced weakness, then the value of the admonition will be immediately seen.

Practice

INTELLIGENT practice involves several other considerations. It is of the utmost importance to play against as many different opponents, with different types of attack and defense, as is feasible. Too often, close friends practice together almost exclusively, with a resultant lack of balance and versatility. In the case of college and university tennis squads particularly, this defect can usually be remedied. There is another problem in this connection, however, the solution of which is not always so simple. It is an indisputable fact that improvement is most rapid and assured when one has frequent opportunity to play against those who are superior in skill.

Care must be taken to avoid overdoing a practice session. No good can come of continuing when fatigue, loss of concentration and loss of enthusiasm have set in. Practice is beneficial only when the individual is keen, alert and prepared to concentrate on every shot. From some points of view, this is hard work, but, when playing ceases to be enjoyable, then in my opinion it ceases to serve its purpose, and should be discontinued.

Much can be gained from a critical observation of the top-flight players in action, and younger exponents of the game should be encouraged in this rôle of spectator. Unique and "natural" styles cannot often be imitated with complete success, but certainly many valuable lessons can be learned.

The foregoing hints and suggestions by no means exhaust the subject matter, and many others could be profitably added. I should like to repeat, however, that tennis is at its best when played "for fun." Championship aspirations and competitive struggles should never be allowed to obscure this fact, and the encouragement and perpetuation of the traditions of fine sportsmanship with which the game is associated should be the primary aim of us all.

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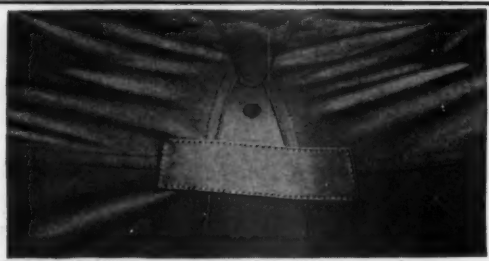
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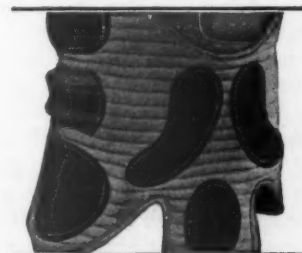
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Spring Football Kicking Practice

By LeRoy N. Mills

FOR obvious reasons the training and grounding of kickers in the fundamentals underlying accurate football kicking should be done in the spring, and not attempted in the fall.

It is a fact that in most cases very little time, if any, is devoted to these fundamentals, whether in spring or fall. Certainly, not enough time is given to kicking in relation to its importance, and in comparison with the time given to the development of other phases of the game.

The fundamentals which underlie accurate, or spot, punting also underlie the scoring kicks and, in fact, every other type of kick. This therefore makes it necessary that the grounding in these fundamentals be done only once, and, of course, it is done best in the spring. All summer and the early fall will then remain for the kicker to perfect himself before his important games take place.

Few coaches seem to realize the opportunity to develop their team's accurate kicking, both "coffin corner" and goal, which the easy games give. There is an excellent chance in such games to practice accurate kicking of all sorts without danger. Big scores, which might result if the kicking game is not resorted to, are apt to harm the scoring team for later games and, at any rate, are not considerate of or fair to the opponents.

Because the length of this article is necessarily limited, I shall attempt to give here but a brief outline of my methods of grounding beginners in kicking fundamentals during the spring. These methods happen to be the result of some thirty years of experience, experiments and mistakes in attempting to find out why any normal boy cannot be developed into an accurate kicker of a football.

Program of Instruction

THE following general program is advisable to follow out in a spring kicking practice in at least four sessions of two and a half hours each, to be held on different days. I advise not more than two days a week. Five sessions, of course, would be better and would save crowding.

First, we assemble the squad of would-be kickers in a gym or cage. We have a blackboard handy with plenty of soft chalk, such as will leave a mark on a new ball; at least one new ball—thirteen pounds pressure—to each two kickers; and, at the first session, one basketball. Kickers should wear shorts or knickers; rubber shoes in the gym, and football shoes in the cage and outdoors. Football shoes should be light, with short front cleat; flat laced and tied on the side or behind. Over-socks, if worn, should be short and not apt to

fold over the top of the kicking foot.

After explaining to the squad the difference between defensive and offensive kicking—fourth down, center alley kicking, spot kicking, direct to the safety man and "coffin corner" kicking—I simplify all kicking by reducing it to its two basic factors, namely, *the ball and the kicker*.

The Ball

AFTER this, I analyze the football—its shape, its axes, the effect of propelling force applied to it, as compared with the round ball or the basketball. This point I illustrate by first kicking the basketball on its side and then the football.

WHENEVER football coaches gather to discuss kicking, sooner or later will be mentioned the name of LeRoy N. Mills. A successful attorney of Mount Vernon, New York, Mr. Mills has for thirty years made a hobby of teaching school and college athletes to kick the American football. As he says, "My position has always been to advise and instruct in my methods gratuitously and by invitation where and when my time and abilities permit." In recent years, he has lectured in coaching schools and football clinics conducted by Springfield College, Northwestern University and Rutgers University. A few of the many outstanding kickers who have received instruction from Mr. Mills are Leonard Macaluso of Colgate, Clifford Montgomery of Columbia, Fields, Broshous, Buckler, Frentzel and Stancook of the Army, King, Borries and Clark of the Navy, and Frank Carideo of Notre Dame. Mr. Mills has written a book, Kicking the American Football, in which are explained many of the essential features of his methods, which are of necessity omitted from this article.

Then I carefully compare resulting actions of both as to the direction and manner of roll—the point being that there is no center point in the football, and there is in the basketball. The axes of the basketball are all the same, while of the football no two are alike. It therefore makes a big difference where the football is kicked if any definite control or accuracy is to be secured.

It is well to note that the football is the only ball used in competitive sports which is not round. It may be shown by diagram on the blackboard that the football, a prolate spheroid, has two main axes, one short and the other long. The spiral kick occurs when the ball revolves on the long axis, and the end-over-end when it revolves on the short axis.

While we are talking about the axis control of the ball, it might be just as well to describe the left and right spiral and end-

over-end punts. By controlling the relative position of the ball and its axes when placed on the kicking foot, the desired type of kick may be produced. I differentiate the spiral punt as left and right because the ball, in the case of the left spiral, is balanced on the kicking foot, with its forward point turned slightly to the left of the toe, and the rear point as much to the right of the ankle; vice versa for the right spiral. The end-over-end punt is produced when the middle underseam of the ball coincides with the middle line of the kicking foot.

The middle finger control of the ball mentioned later in this article enables the kicker easily to determine and control the position of the ball on the foot.

The right-footed kicker holds the ball naturally in the right hand. His left foot is on the ground when he kicks. It is a remarkable coincidence that both the right hand and the left foot naturally point to the left. Thus, the left hand "coffin corner" is the natural corner, and easiest, for the right-footed kicker to kick into. For similar reasons, the left-footed kicker can operate best in the right corner.

The ball should be dropped and placed on the kicker's foot as low as possible by simply withdrawing the holding hand. All the different types of kicks may be controlled as to the direction of their subsequent rolls by the angle at which the ball in each case leaves the kicking foot, and later contacts the ground.

I have found a very simple and sure test to determine what is wrong with a bad kick, as far as the kicking foot contact with the ball is concerned. For instance, suppose a left spiral is desired; but the kicker happens to kick an end-over-end. Something must be wrong with the foot and ball contact. It does not matter what the alibi may be. To find out the facts, I mark the middle seam of the ball with soft chalk and pass the ball to the kicker who is having trouble. I direct him to kick a left spiral. Immediately after he has kicked, we both inspect the kicking foot and soon find the tell-tale chalk line which the ball has left. No more discussion is necessary, and the cure is then easy.

At this point, if I can demonstrate the control of the football, and its different axes, by calling my kicks, whether spiral, or end-over-end, right or left, high or low, and to a definite spot, I may obtain the confidence of the squad, and also the players' faith and ambition to go ahead. No end of time can be saved thus in the future work. The subject of the ball may then be left for some time to come, with the explanation that if, in any game, the ball is in proper shape and condition, it is



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foolish for any kicker to blame it for anything that goes wrong with the kick. This, then, leaves only one factor to be developed; i. e., the kicker himself.

The Kicker

THE kicker, of course, is human and subject to all human errors and difficulties. There are no two kickers alike. Each must be understood, and no two can be trained or coached alike. All can be developed and improved if the coach and kickers have patience, confidence and willingness to work. It is necessary that each kicker realize he is different. He must start from the beginning, and he is not expected to kick a ball until he learns the fundamentals which should govern himself. That ancient philosopher, Socrates, expounded the motto which well fits here, "Know Thyself."

At this point in my instruction, I make it a practice to give a card test to each kicker. This gives information on each individual as to his natural balance; natural timing; natural position on his feet, particularly his balance foot; and other characteristics. It also satisfies each kicker that he is not naturally reliable, that he needs improvement before he begins kicking a football and that certain allowances must be made in each case. I may then know what the possibilities of each individual are for a quick or slow development toward finally becoming an accurate kicker.

The balance foot of each kicker naturally controls the aim of the ball, and, for this reason, should be placed as solidly as possible on the ground when kicking. Such a position tends to counteract the right to left pull in the right-footed kicker, and the left to right pull in the left-footed kicker. This pull is the reason almost all goals are missed to the left, and the reason most of the kicks aimed at the right side line go for touchbacks.

Tests such as I have mentioned also satisfy the beginner that the eye is the unconscious guide to one's balance direction, that, when the kicker is kicking, his eye must be on the ball, and that, therefore, the one-footed balance of a kicker should be developed as much as possible.

Underlying Fundamentals

AFTER this, I take up and explain the underlying fundamentals directly affecting the kicker which he must acquire first. They, ranked in the order of their importance, are as follows: A. Balance. B. Holding or aiming the ball. C. Keeping the eye on the ball. D. Timing and follow-through.

Concerning these fundamentals, I want to make the following brief comments, which I feel will be helpful here. No individual is correctly balanced; almost everyone is overbalanced backwards. This is why almost all kicks are pulled, and their rolls limited, and why some even roll

backwards. Proper allowance in aiming can be made in each case when the individual pull to the right or left is known. For instance, if a boy kicking at 50 yards pulls the ball 5 yards to the left, then he should aim as much to the right before he kicks, plus or minus the wind allowance. The test of balance is for the kicker to be in balance at the end of the kick so that he can immediately kick again without a change of stance. A test of real balance is the ability of a kicker to get his distance and accuracy without having to take the heel of his balance foot off the ground.

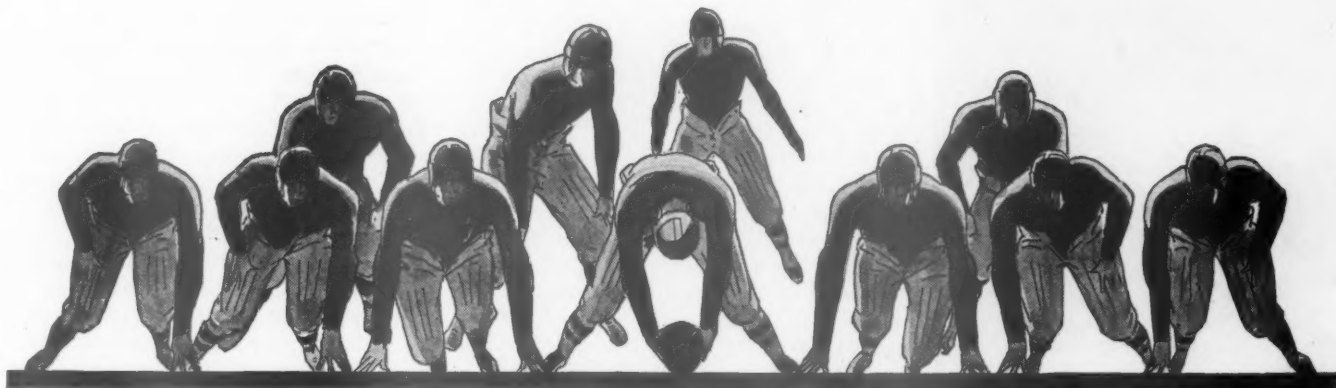
The first two sessions may well be spent on developing this balance fundamental. I believe that in all games, and particularly in the kicking of a football, balance is the vital factor. The athlete kicking the football is about the only one required to do his act on one foot with opponents rushing him, while he is operating with the only ball that is not round. It is obvious that he must be properly balanced to be sure of any control of his kick.

The aiming and holding of the ball is also a most important fundamental. The middle finger method which I have adopted I believe is the best to control the direction and trajectory of the ball. It also enables the kicker to control the possession of the ball up to the last instant before the kick, thus reducing the danger of blocking to a minimum. This method involves, in brief, holding the ball in the right hand (of a right-footed kicker) so that its underneath middle seam is balanced on the middle finger and resting in the hand; by movement of the middle finger, right and left, up and down, direction and trajectory are controlled instantly. In developing the aim of the kicker, both by the balance foot and middle finger control, I mark a chalk arrow on the toe of the left foot—or balance foot—and a chalk arrow on the forward upper part of the ball. I find this helps greatly.

Keeping the eye on the ball is an important fundamental, and is recognized as such in all ball games. It is so obviously important that no further discussion is needed here.

Timing and follow-through are fundamentals that really control the sending of the ball on its way. They are essential to that type of kicking which is opposed to the ordinary brute force or leg drive type, a type which generally results in the first few kicks being long, high ones and the succeeding kicks becoming shorter and shorter. With proper timing and follow-through the last kick will be just as long and true as the first one. Just ask Bobby Jones, "Babe" Ruth, Bill Tilden, or any one of your golf friends about the importance of timing and follow-through. No one of these athletes is ever obliged to do his work while balanced on one foot, with opponents charging him in the midst of a tremendous din of organized noise, and

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while, in addition, having to deal with a ball that is a prolate spheroid in shape. The kicker of a football, on the other hand, is obliged to do his work under all these adverse conditions.

Jones, Tilden and Ruth have spent hours on the fundamentals of balance, timing and the follow-through, besides being born with unusual abilities along these lines. Most kickers have spent little or no time on such things and are entitled to a lot of credit for doing as well as they do. A 30- to 40-yard kick requires about half the average follow-through if the ball is contacted low enough and the timing is right. A 40-yard kick properly and accurately kicked will do the other team all the damage necessary in any game—far more than the occasional 70-yard kick right in the hands of the opposing safety man, yards out of reach of the kicker's ends. I have seen many a close game lost by a long, high punt, or kick-off wrongly placed. So have you.

Practicing the Fundamentals

THE first three sessions, I find, are needed to cover the grounding of the above-mentioned fundamentals. Care must be taken that no session is too dry or too long, or I may endanger losing the interest of the squad. If the training has been properly handled, interest has not only been maintained but increased, and all the mental opposition has been disposed of.

Before each session I give the squad a setting-up kicking exercise which brings into play each kicking movement, as well as proper balance. It is this: The players step forward one step on their balance feet—the left with the right-footed kickers—so that each player is solidly balanced with heel on the floor. Then each player moves the knee of his kicking leg up and down, and also the ankle, in a bicycling motion. Each thus acquires a kicking mobility and a balanced stance at the same time.

At the third session, I take the squad outdoors. At this session the centers should join the squad, as the kickers are now ready to co-ordinate the fundamentals and begin kicking. The kick should, at first, be very short—not more than 5 yards—and then lengthened five yards at a time, but only as each kicker perfects his work.

As soon as the kickers reach a 40-yard distance, they may be put on the first "coffin corner" work. This, they like. The right "coffin corner" is marked out with various colored flags—a red one on the goal line and one of a different color on the 5-yard side line intersection; another one on the 20-yard line, another on the 50-yard line and still another at a point on the 50-yard line, 10 yards in. I start the players kicking from the 30-yard line, aiming at a target behind the 5-yard line and in a line with the 50-yard flag 10 yards in. Each kicker must make his allowance, right or left, which his card calls for. As he succeeds, he goes

back 10 yards at a time until he reaches the 50-yard line. There he should have pressure put on him; he should be required to kick with blockers coming in, kick a wet ball, kick at a shorter angle, and, finally, take the ball while facing the opposite direction to the "coffin corner," and, turning around, assume a new balance and kick immediately. When he meets these tests, he is getting on.

From the 60-yard line back, the kicker should not kick out of bounds, but into the corner, because any fair end can ground the ball when he knows where it is to be and when the kick is over 60 yards in length.

Game Strategy

WE are now ready to use the blackboard, describe the field and the game geometry, or strategy. I divide the football field (a rectangle) into four triangles and mark these off on the board. Then I ask and answer questions. I illustrate by diagram the great amount of territory that is open for accurate kicking on all downs but the fourth, and explain the use of angles, marks and targets and how to find them. This work is very important for the field generals and coaches as well as the kickers. These men should also be shown the vital effect of the wind currents in the different types of fields, particularly those with stadia.

After this blackboard work is covered, and understood, I then take the squad back to the field, work in the centers and the ends, and put the pressure on the kickers. All errors are then brought out, and each kicker may be individually corrected as to the particular fundamental in which he shows difficulty. The particular fault should be promptly noted and corrected before the kicker is allowed to go any further. Failure to do this is just laying up a headache for the coach in some game to come.

Drop and Place Kicks

WE may now take up the scoring kicks—the drop and place kicks. These will take less time than is usually believed, because the fundamentals already taught are the same for all kinds of kicking.

It is necessary for the player to have some simple technique for making the drop kick. The holding of the ball for the drop kick is, of course, different than that for the punt. Timing and eye on the ball are vitally important here. The ball should be lightly but securely held, so that it may be lowered or pointed forward or backward with ease. The straighter the ball is held, the higher it goes and with a quicker spin. As it is held back toward the kicker, it rises more slowly, it does not go so high and it goes further.

The ball, I believe, is best held for the drop kick by first placing the middle fingers on the outside seams, slightly below the middle, so that the ball will fall back

toward the kicker. When the thumb is placed lightly on the top of the ball, the other fingers will fall naturally into place. The ball then is held steadily and easily and may be changed by movement of the thumb and fingers forward, back or sideways.

The place kick, I believe, is less desirable than the drop kick, if both are properly developed, because of the addition of another human element. The secret of the place kick is the absolute and rapid co-ordination of the center, the ball holder and the kicker. This co-ordination may be so nearly perfect that immediately the ball has reached the holder the kicker starts his kick. This degree of co-ordination may be accomplished by practice, and when it is the kick cannot be blocked.

The cause of failure, on the kicker's part, in both the drop kick and the place kick, generally is caused by split vision and the making of no allowance for the left pull of the ball. These faults are overcome, of course, by practicing keeping the eyes on the ball under pressure and aiming the kick as much to the right as the right-footed kicker pulls to the left.

There is no excuse for a game being lost by the failure to kick the point after touchdown, or a reasonable goal from the field, with $18\frac{1}{2}$ feet to kick through. Practice should be had until the technique of the kick is letter perfect under all kinds of pressure. The kicker should practice on very difficult angles and then he will be ashamed to miss right in front of the goal.

The center, in passing to both the drop kicker and the ball holder, should pass at given distances so that the ball will arrive in the kicker's or holder's hands lace up. This may be done, and it means a lot toward the success of the kick.

Kick-off and Multiple Kick

THE kick-off and the multiple kick must not be overlooked. They are too important—particularly the kick-off. A long, high kick-off is dangerous against a well coached receiving team. There is too much undefended space to kick into not to be taken advantage of. The direction as well as the distance of the kick-off may be controlled. The kick-off has tremendous value if the receiving team does not know where it is going, and the kicking team does. Accuracy and direction of the kick-off should be controlled. Many games are lost as soon as they commence by lack of this control. The team kicking off, in going down the field, meets the ball receiver on his return with the orthodox kick-off, kicked down the center, on about his 30-yard line. A placed kick-off to either side, where receiving players are not, will certainly net better than 30 yards; maybe the ball. A rolling ball is a dangerous enemy for the receiving team, particularly if a blocking back finds himself alone, chasing it on the kick-off.

(Continued on page 46)

WHAT HAPPENS AFTER THE CRACK OF THE BAT AND THE BALL



The batter runs.

Not, perhaps, a very original observation. But it is surprising how many coaches fail to appreciate its import. For it is a cold, hard fact, often left out of the picture, that given individual skill in catching, throwing, and batting, in *baseball*, like football, basketball, and nearly every other sport, *the game is won or lost on the individual speed and footwork of the players.*

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Backfield Offense and Defense

Backfield Play Offense

By James Phelan
University of Washington

BILL COWELL sent me a wire to Seattle to talk on backfield play offense, and I blamed the Western Union for making a mistake, for two reasons. I couldn't understand why I should be asked to cover such a broad subject in fifteen minutes, and, second, during the depression we not only lost several ball games and had several cuts, but I lost my line coach and I myself have been coaching the line. Therefore, I don't know much about the backs, and I don't want to violate the NRA Code and encroach on the man who is carrying the journeyman's card for backfield workmanship.

I can't attempt to cover this like the "Pop" Warners, or "Jock" Sutherlands, or Bernie Biermans, or any of the other winning coaches, but I might interest you by giving you some historical and technical data on the Notre Dame backfield formation. Don't get alarmed over the word "historical," because the history won't be long, and neither will the rest of this.

The original Notre Dame starting formation is shown in Diagram 1. We lined up very close together so that the halfbacks could straighten out an arm and

PUBLISHED here are two more of the addresses on football technique delivered before the Fourteenth Annual Meeting of the American Football Coaches Association in New York City, December 27-29, 1934.

touch the fullback. The three back men were $4\frac{1}{2}$ yards behind the line of scrimmage.

We originally used two types of shift. The quarterback shift is shown in Diagram 2. The quarterback shifted out to a semi-flanking position where the halfback, as you all know, shifts now. The



James Phelan

fullback took a fake shift and did not change position. (Diagram 2.)

The halfback shift, shown in Diagram 3, is the orthodox shift used today. The original idea of using the two types of shifts was to give more flexibility in placing backs in positions where they were best suited to utilize any particular ability. With the two shifts, we could place either a halfback or the fullback in the tail position. Apparently, in the days when these two shifts were used, Notre Dame had very versatile backs and had some success with fullbacks operating under the guise of halfbacks.

In the past fifteen years, I have not seen a team operating Notre Dame football use the quarterback shift as in Diagram 2. This shift calls for too many assignments and too much versatility in the backs. Variety has been sacrificed for simplicity. The halfback shift alone is used today. (Diagram 3.)

The first change in the starting formation was to widen the distances between the halfbacks and the fullback. The reason for this was to equalize the distance of the halfbacks' shifts from the starting position to the tail position and a blocking position. (Diagram 4.) Spreading made the length of the halfback shift the same on either a right or a left shift.

The reason the fullback is not on a line with the halfbacks (in Diagram 4) is to aid in the deception of spinner plays. Being a foot deeper than the halfback, the fullback can run or fake to the weak side without interfering with the halfback and he is in a better position both for bucking and running with the ball on reverse plays.

There are several variations of Notre Dame football that, as I have observed them, are worthy of noting. One of the more successful variations is used by the University of Oregon. The Oregon backs come out of a huddle and get set in the Notre Dame box (Diagram 3) always to the right. On about 50 per cent of the plays, a starting signal is used and the team does not shift. When a shift is made, the backs shift from a right formation to a left formation. At first glance, this looks like a rather long and cumbersome move, but the Oregon team operates

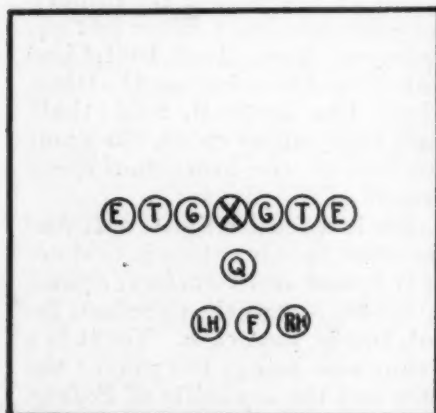


Diagram 1

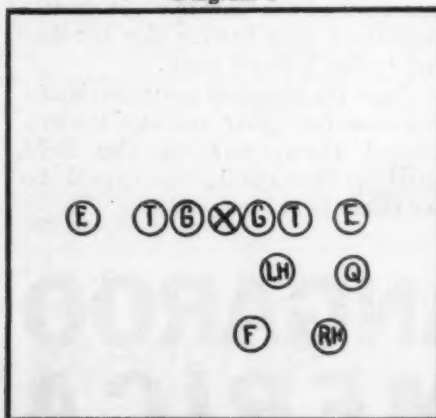


Diagram 2

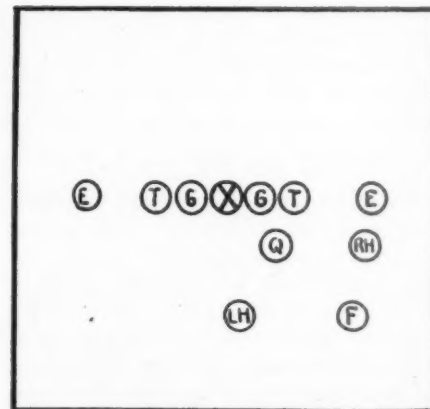


Diagram 3

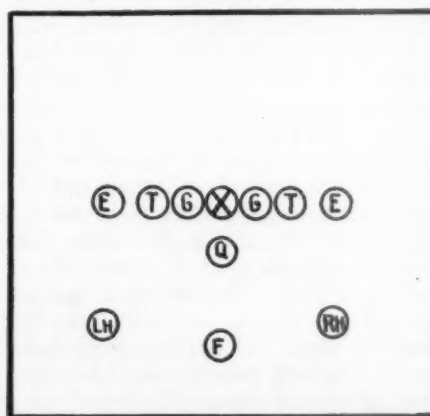


Diagram 4

the shift exceptionally well, and the success of the Oregon teams with this offense proves its worth. All of the standard Notre Dame plays are run to the strong and weak sides, both from the set formation and from the shift, thus giving the advantage of both a set formation and a shift formation.

Another variation worth noting is that which combines the Notre Dame shift with a man-in-motion, the halfback being used as an oscillator, or a "man taking a walk," as described by the New York sports writers. This variation was used at Notre Dame under "Hunk" Anderson.

Besides the oscillator, we have the wide flanker and the short flanker. The wide flanker could be used in motion after the shift, or he could be used as a shifter. The short flanker is used as a shifter and can shift in to work on a tackle or to cut down secondary defense. All of the regular Notre Dame plays can be combined with the flanker.

One of the more recent variations of Notre Dame football is that which combines the balanced and the unbalanced line with the old, well-established plays. This is accomplished by bringing back the guards and setting the tackles two spaces from the center so that the guards can shift into a balanced or an unbalanced line (Diagram 5). This formation keeps the defense on the alert and requires the defensive line to be on the lookout for a shift which calls for proper positions in order to be effective.

To prove that this is all true and important, if I am not violating any more codes, I want to tell you about the two large agricultural schools in the Northwest, Washington State and Oregon State, which played at Pullman last year. Oregon State came back from California after a hard game. Washington State was in good shape and gave the Oregon team a severe trimming, 24 to 0. All afternoon the Oregon State players found themselves inside of the 10-yard zone, trying everything that they knew and pulling every trick they had out of the bag in order to get out of the 10-yard zone. The coach of Oregon State, "Lon" Stiner, had

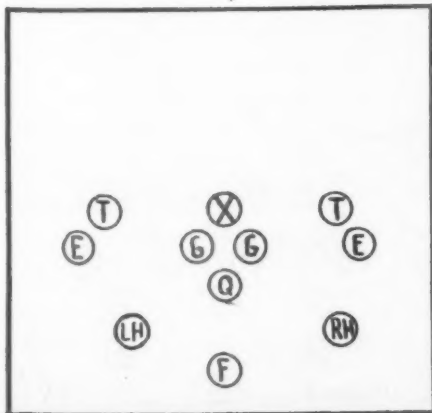


Diagram 5

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a dual quarterback system, picked up from the dual control system of the United Airlines. A quarterback by the name of Pangle called signals, and a tackle who was captain had the authority to check signals with the quarterback, which at times called for a little discussion. There was a green sophomore back named "Happy" Valley, a kid who liked football and played it any place in the field on any afternoon, and he kept listening in the huddle. They tried everything, and were down in the fourth quarter again on the 10-yard line, with the score against them. Pangle went into the huddle and thought of a lateral that they had used and pulled that out. They were lucky enough not to have it intercepted, and they came back and the captain said, "How about the quarterback sneaker?" They tried that, and that was piled up.

They went into the next huddle. "Happy" Valley was listening. They had a bit of argument as to what they were going to do. "I'll tell you what we ought to do," "Happy" said, "We have been here all afternoon. I think we ought to pitch a tent."

Backfield Play Defense

By J. Wilder Tasker
Rutgers University

MY predecessors this afternoon have covered nearly every phase of football. I am obliged therefore to deviate just a bit from the subject given me by "Bill" Cowell, but I want to get this idea across to you men: "Good backfield defense is made by a hard tackling team and good diagnosis by the individuals."

At Rutgers we do not use a tackling dummy on the field. We place a premium on good, hard, clean tackling. It is rather contagious among the men on the squad to see who will make the most tackles during the ball game.

Now the second point is diagnosis; that is, players knowing when to come up and when to drop back and when to hold ground. I have found to my own sorrow that the human element enters into this thing to such an extent that it is impossible to tell who is going to come up and

who is going to go back, and many times gaps are left through which opposing teams have completed passes. I devised a scheme after a couple of years work, and, as Jimmy Phelan has said, I have two quarterbacks—one I use on the offense and the other on the defense. I have also found that at times I did not seem to have enough backs behind the line of scrimmage; so I endeavored to draw a man from the line where it would least weaken my defense.

You gentlemen know and use all the fundamentals of tackling, defensive work against passes and running plays; so if you will allow me I will deviate just a bit and give you an idea of what we used throughout a whole season; in other words we used twelve defensive formations.

You might say that the boys would be over-coached with twelve defensive formations. The first part of the past year I thought they were, but after the third game they commenced to pick up the formations very readily, and I was gratified to see the way the plan worked out against teams of equal strength.

Now we will take up one defensive move against a single wing-back. Nearly every team uses the huddle nowadays. The offensive quarterback has to advance the ball through the defense by line plays, flank attack or forward passes, and through the medium of scouts he learns where to expect each defensive man. My theory is this: In the backfield arrange a set-up so that the offensive quarterback may not have any information as to where he is going to find the defense.

You will note in Diagram 1 that Team A is in a huddle. The ball is on the line of scrimmage. Team A will come into an unbalanced line to the right. You will note my preliminary defensive set-up: 5 and 6, normally ends, are placed directly

behind the tackles, 7 and 8, while the center, 11, is in the line. As soon as Team A comes up to the line of scrimmage, a complete change in our set-up as a defensive team takes place. This is shown in Diagram 2. The left end, 5, slides into the line; 2, the fullback, takes up his position opposite D, the wing-back on Team A; 11, the center, drops back and a little to the left of his normal position; 10, the right guard, slides over a full hole to the left; 6, the right end, slides over to the left a full hole and 2 yards back of the line of scrimmage; 8, the right tackle, plays on the outside shoulder of Team A's left end, E. In other words, this combination gives a five-man line with six backs.

Now you will ask, "How are you going to protect your weak side?" The right tackle, 8, drives directly over E, carrying the latter with him if possible. Player 6, normally an end, watches to see if 8 has accomplished his purpose; if so, 6 may go anywhere on the field he desires. No. 10 charges straight through over J. No. 9 charges over H. No. 7 drives through on the inside shoulder of F. No. 5 plays like a normal end. You gentlemen probably play a percentage game; so if it is, say, third down and two to go, and your wide plays have not been going very well, what do these defensive backs know? They are reasonably sure that it will be your best line buck or a pass.

My scouts have shown me exactly what your best offensive play is for a yard and a half or two yards. With 5, 7, 9, 10 and 8 driving in as suggested, naturally there will be some gaps in the defensive line, and these are automatically covered by 2, 11 and 6, with 3 and 4 coming up fast when the threat of a pass disappears. My defensive quarterback gives the signal as to just what he wants his team to do—whether he wants the backs to play zone, man-to-man or combination man-to-man and zone, so that on pass plays when eligible receivers come out they are not sure whether they are going against man-to-man defense, a combination or zone.

You might ask, "What will you do with a reverse play?" No. 8, our right tackle, who has driven through the end, will cover

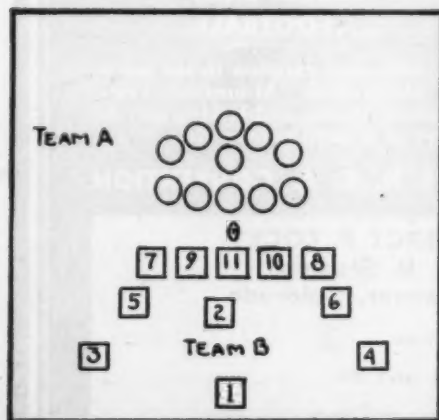


Diagram 1



J. W. Tasker

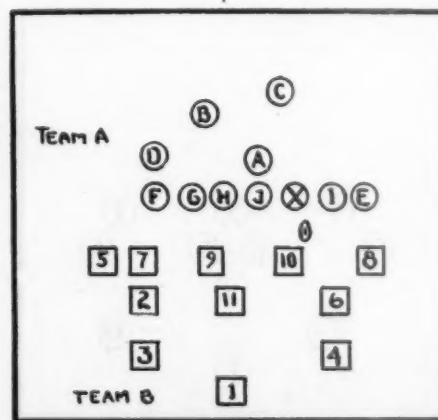


Diagram 2

the wide man. No. 6, who notes the change of direction of the play, will drive in and play like a normal tackle. No. 4, as soon as he has seen E taken care of, will come up fast from the outside. The remaining men make their normal defensive moves. On all flank plays, 1 will come up on the outside and as soon as he sees the ball-carrier taken care of will immediately look to the outside or the inside for a trailer, and he is made personally responsible for this possible second ball-carrier.

In one game, we picked up 15 yards on losses of the other team by having our quarterback make tackles beyond the line of scrimmage on trailer plays and on men that we just couldn't cover with a half-back or an end.

Now, against the double wing-back, we use virtually the same system but with variations.

Hurdlers and Hurdling

(Continued from page 16)

ing leg over the hurdle; and a slight body bend so that the weight of the body will not be carried into the air. The arm action is similar to that of the high hurdler, but not so pronounced.

We worked on one fundamental with Glen Hardin of Louisiana State University in the low hurdles, and that was the use of the front leg. The low hurdle is just a mere step for Hardin. When he is running in form, you can see hardly any movements different from those he uses in his sprint. Hardin would have made a very fine high hurdler, but he was kept off the high hurdles for the express purpose of not ruining what we wanted in the lows—just a step over. Most high hurdlers carry some of their high hurdling form into the low hurdles and it slows them down.

Illustrations 6, 7 and 8 of Hardin are not good ones because he is too high over the hurdle. He does not go so high over a low hurdle, when he is hurdling well. He has jumped at the hurdle and lacks his usual drive. Illustration 9 of Ed Hall, University of Southern California low hurdler, shows a quick snap down of the front leg.

Teaching Batting Fundamentals

(Continued from page 10)

ward foot is set on the ground. Count *one*, and on the count see that the ball is met with the bat at the same time as your foot meets the ground.

The usual and the wrong thing is to take a count of *one, two*. On *one*, the foot is set far forward, and, on *two*, the bat connects with the ball (if at all). A large amount of bat swinging exercise on the *one* count will help. It is a matter of proper timing, as well as a matter of good body position.

"Mickey" Cochran, Mgr. Detroit Tigers, Champions of the American League in 1934, has always used and endorses Louisville Sluggers.

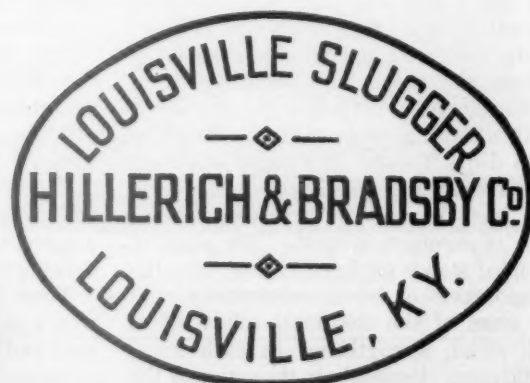


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An Apology for Intercollegiate Athletics

By E. W. McDiarmid
Texas Christian University

ATHLETICS more and more are being used to contribute to sound educational values. Football players more and more are benefiting not only physically but mentally and morally as well.

A game that teaches fair play, conformity of play to the rules of the game, consideration for opponents, co-operative effort for the common good, courage and, finally, that victory is not everything is a game that is well worth preserving for the good of those who participate in it. Grantland Rice maintains "that the case for football is much stronger than the one against it. Here is a game that calls for drudgery, discipline and hard work, three of the most important things in life. Here is a game that calls for loyalty, service and team play, for clean living and fine spirit. It is a game that demands quick thinking under fire, a game that builds up confidence and control of self. . . . What does the college want—more male flappers, more tea hounds, more booze artists, more joy riders?"

Advantages for the School

WHAT has football to offer to the whole school? At the December, 1925, meeting of the National Collegiate Athletic Association, Bishop Manning made a remarkable speech as to the value of sport. He illustrated its value in a spiritual way by saying that a good football game has just as much value in its own way as a service of worship in a cathedral, and that sport and recreation have just as much right to a place in our lives as have our prayers. These are daring words.

An editorial in a university daily puts a similar thought in this sentence:

"We return from such a game as from a spiritual bath, cleansed and refreshed for another round of eight o'clocks."

If you prefer academic valuation, hear this summary of the advantages of football for the entire undergraduate body. It is from the report of Committee G on "Intercollegiate Football."

"It affords a recreation so absorbing as to dispel for the time being whatever mental weariness and anxieties the week may have brought. It creates a strong sense of common interest. The sight of the filled stands evokes and intensifies the consciousness of human community, and the sense of the emotional solidarity of each stand, strengthened as each stand participates vicariously in the action of the

PRESENTED here is the second part of a paper read at the annual meeting of the Sixth District of the National Collegiate Athletic Association, held December 15, 1934, at Dallas, Texas. Professor E. W. McDiarmid is a member of the faculty at Texas Christian University of Fort Worth. One of his avocations is the coaching of tennis.

runner, or passer, or tackler, is in itself a stirring thing. This sense of common interest, continuing throughout the season, tends to develop a common bond of loyalty. It affords for the entire football season a clean and interesting topic of conversation and thought."

I pass this point with the assertion that intercollegiate football ought to be maintained if only for the benefit of those students who participate in football vicariously. To quote the student editorial again: "We pay, to be sure, a high price for intercollegiate athletics, but the price is not too high in view of the spiritual results which we gain in return."

What about the world at large? Prince Iyesato Tokugawa, presiding at a luncheon of the American-Japan Society in Tokyo in November, said, "Between two great peoples able really to understand and enjoy baseball there are no national differences which cannot be solved in a spirit of sportsmanship."

And now I come to what may be called the "height of acme" of my argument. As Hitler is reported to have shouted in a recent speech, this particular point which is coming up is "not only basic, but it is fundamental." Emerson once said: "I want you to give the argument a clinch." Here it is. Charles R. Watson, President of the American University at Cairo, brings to the United States good news of the rising influence of Western civilization upon the Moslem world. Of Dr. Watson's report, the *Christian Science Monitor* has this to say:

"On the athletic field the softness of the Near East is being transformed into persistent sportsmanship. The defeatist attitude when things go poorly is being changed into the will to cheer a losing team through to the end of the contest. The Western habit of refusing to accept a game as lost as long as the battle is on is being acquired by the Egyptian."

There it is, gentlemen. Have you never seen a game tennis player come from behind and win against overwhelming odds; a baseball team stage a ninth inning rally,

with two out, three runs behind, and still win the game; an upset in football? What is an upset but the splendid uprush of indomitable manhood that will not yield? This is a very precious heritage which we have received in football from Hinkey of Yale, King of Princeton and ten thousand others. And now we are passing on to the effete East these splendid qualities, and the fatalism of ages is beginning to retreat before the indomitable spirit of Western youth.

Benefits for Spectators

NOW what of the spectators—70,000, 100,000 people on the sidelines, in the stands, to see a football game? What is it that draws these people together, and is it good for them to be drawn together on such occasions? What about "spectatoritis?"

I confess to a little impatience here. When 70,000 people gather at Columbus, Ohio, or at New Haven, Connecticut, to see football games, surely they know what they are about and are quite capable of deciding what is good for them and what is not. The best people in the community are there, the priests, the ministers, lawyers, doctors, educators, the leaders in civic enterprises, the top leadership in the Community Chest. They pay out good money for their tickets and are well satisfied with the profits from the investment. In this criticism of people who throng to our stadia, there is a trace of an unlovely Puritan influence. It is like the case of an old New Englander who tasted ice cream for the first time. He pushed the saucer away, saying that anything that tasted as good as that must be sinful.

Here is William Lyon Phelps speaking:

"No game of any kind is more exciting to watch than the game of American football. The few seconds before the kick-off have a suspense that is almost unbearable. Then the ball takes its long flight toward the goal posts and the battle is joined. If it were merely the shock of powerful, heavily-built athletes coming together in collision, it would be interesting; but the real delight is in the complicated tactics of attack and defense. When Marshal Foch was in America he saw at the Yale Bowl his first game of football. He followed every play through a pair of powerful binoculars. Toward the end of the second half one of his aides, thinking he might be getting bored, asked him if he did not want to leave. The Marshal looked

up quickly and said: 'Why, the game isn't over, is it?' and he remained till the sound of the final whistle."

Now, that explains why people love to attend football games. It is wholesome, stimulating entertainment. It is clean and invigorating fun. It provides a good way to spend a few hours on Saturday afternoons. Harry Kipke claims that the spectators' presence helps to bring about a desire for better physical condition for themselves and results in a greater interest in the work to which he and other coaches are devoting their lives. I believe that great crowds of spectators at games contribute directly recruits for golf courses, hand-ball courts and other places for athletic activity. Happy that land whose boys are learning to be men and whose men have not forgotten how to play! America is a land favored in that respect.

Views of Educators

WHAT say the intelligentsia? In other words, what do the members of this group say? What did the greatest of all of us say? President Charles Eliot of Harvard was a strong advocate of physical culture and believed that sports provide it in the best way. He preferred the field and track sports, cross-country walking, sailing, riding (including polo), tennis and rowing to baseball and football. Rowing, once his own specialty, was the only popular sport in which he showed an interest. To pitch a curved ball seemed to him to be a resort to a low form of cunning. The manly way to play football, he maintained, would be to attack the strongest part of the opponent's line.

After a certain football victory at Harvard, the students marched to the President's porch to hear his speech. Mr. Witter Bynner tells about it:

"So we marched with tingling feet
Rousing Cambridge to the beat
Of the figures of the score as to a drumming.
And the President and Dean went through
their paces,
Made us speeches from their porches
With our torches
In their faces.
The President spoke nicely, but before he
was half through
Was devoting his attention altogether to
the crew."

Every man jack of us to his taste! At my college, the President, the Dean, the Dean of the Graduate School prefer football. How interesting it is to see a learned dean pushing and pounding spectators in front of him in his efforts to help his team advance the ball! At that particular moment, he is at one with his students in spirit and in purpose; more nearly so, perhaps, than at any other time. That is a fine thing for any dean or registrar!

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Summary

IN conclusion, the advantages of intercollegiate athletics (particularly football) may be summarized as follows:

1. It is a field for resultful problem-solving. There are great, difficult problems to solve, and we are solving them, slowly but surely.

2. It affords young men opportunities for consummate excellence through preferential treatment for physical prowess. Hail Minnesota! Hail Rice! The best deserve the best.

3. It produces great coaches. "Football coaches," says Professor Phelps, "are a fine body of men who are expert teachers. They have unrivaled opportunities for a good influence on character and temperament. Most of them certainly deserve our respect and admiration."

4. It breeds men, changes molly-coddles into heroes, makes good men better, compels self-discipline and promotes morality. The football captain becomes an admirable fellow.

5. It provides right discipline. "Man, when he gets right discipline," says Plato, "is the most godlike of all creatures, but in the absence of it the wildest of the offspring of mother earth."

6. It furnishes wholesome entertainment to vast throngs, educating them in the principles of fair play. Mob spirit is controlled and sublimated.

7. It has world-wide results for mutual understanding and comity. Football is entering Japan. Football enters and (let us hope) Mars will take a back seat.

8. It makes pious acquiescence in intolerable conditions vanish. Defeatism has to go. The will to persistent sportsmanship prevails.

9. It establishes the emotional solidarity of the school and college. It brings young and old together. It adds color, warmth, zest and refreshment of spirit.

10. It deserves to be continued, for there is in sight no substitute for it. Stop interscholastic and intercollegiate football in Texas, and what interest could possibly fill the void? If conditions now are not altogether good, would not conditions then (having no football) be appalling?

11. A wise man has said that there are two reasons for anything: the first is a good reason; the second is the real reason. I have given you good reasons why I favor intercollegiate football. Now for the real reason. I like it. A friend of mine says: "I just live from one football season to another." It is not quite that way with us, but we might as well break down and say, We like American football. Indeed, we do.

Gentlemen, the ball is in our possession, on the opposition's 40-yard line. Dr. Penick, our leader, has been carrying the ball. Let us block for him. There is one obnoxious lineman I should like to take out of the place, that grinning fellow over there who does not see eye to eye with us

about fair play and genuine sportsmanship. Some of you may want to move out of the picture that noisome pestilence—the sports writer whose blah! blah! turns the heads of our athletes. All together, and we'll drive down the length of the field!

We must not retreat: I am reminded of some silly lines, uttered in anger by a husband when his wife continued to wear flowing pajamas about the house in the daytime despite his vigorous objections. Finally he cried out:

"Go, deck your limbs in flowing pants

The limbs are yours, my sweeting.

You look divine as you advance.

Have you seen yourself retreating?"

I hope that neither we ourselves nor others will ever see us retreating from the gridiron—a good laboratory for the making of American manhood!

News of the Football Coaches

Assembled and edited through the office of William H. Cowell, Secretary-Treasurer of the American Football Coaches Association, Durham, New Hampshire

SOME of the many changes in football coaching positions for 1935 are as follows:

Richard (Dick) Harlow, for several years at Western Maryland, will be the new Head Coach at Harvard. Myron H. "Mike" Palm, former Backfield Coach at West Virginia, will be Harvard's Backfield Coach. Samuel Crowther, inventor of the Crowther blocking machine, will coach the Harvard linemen, and J. Neil Stahley will be Freshman Coach. Crowther was formerly Head Coach at Drexel Institute and Stahley was Head Coach at Delaware.

Eddie Casey, Harvard's Head Coach last year, will coach the Boston Redskins professional team next fall. He is now engaged in the fuel business in Boston with the White Fuel Company.

Adam Walsh, 1934 Line Coach at Harvard, will be Bowdoin's new Head Coach, and Miles Lane, who was Backfield Coach at Harvard, is branching out in the legal profession.

At Western Maryland, Charles Haven was promoted from Assistant Coach to Head Coach to fill the vacancy left by Dick Harlow.

Joseph McKenney, Head Coach at Boston College since his graduation, and successor to the late Major Frank Cavanaugh there, is now Assistant Director of Physical Education in the Boston Public Schools. He will be succeeded at Boston College by John R. "Dinny" McNamara, who was Backfield Coach under McKenney.

Ray Morrison is going from Southern Methodist University to Vanderbilt as head football mentor. At Southern Meth-

odist, Madison Bell has been promoted from Line Coach to Head Coach.

H. R. McQuillan, from John B. Stetson University, has been added to the coaching staff at Texas A. & M.

Lynn Waldorf, recently appointed Head Coach at Northwestern, will be succeeded at Kansas State by Wes Fry, who was Waldorf's assistant. Jack Vance of Evans-ton High School will assist Waldorf as Backfield Coach at Northwestern.

B. F. Oakes has left the University of Montana to take over the head coaching berth at the University of Colorado, from which William Saunders retired to run a cotton plantation in Mississippi.

Tom Davies is leaving the University of Rochester to become Freshman Coach at Carnegie Tech, and Joe Bach, formerly of Duquesne University, will be Line Coach and Scout at Carnegie Tech. Christy Flanigan becomes Head Coach at Duquesne with "Little Clipper" Smith as assistant. Dick Larkin, who has been an assistant at Ohio State, will take over the Rochester position.

Bill Smith, All-American end on the Huskies team of 1933, has been selected as End Coach to assist James Phelan at the University of Washington during spring practice. He replaces Bill Woerner, who becomes End Coach under Dr. Clarence Spears at Wisconsin. Smith's appointment is only for spring practice, which begins April 1.

Leo Calland has transferred his relations as Coach from the University of Idaho to San Diego State Teachers College.

Major Bill Britton takes Bob Neyland's place at Tennessee.

Tom Whelan and John Jankowski, former Catholic University backfield stars, will aid in spring practice at their Alma Mater this season.

Howard Probst is going from Howard College to Southwestern University.

Douglas "Gaga" Mills of Joliet, Illinois, High School will be Freshman Football Coach and Assistant Basketball Coach at the University of Illinois. Herman Walser, Captain of the 1933 Illinois football team, takes Mills' place at Joliet.

Marchy Swartz is leaving the University of Chicago and going to Creighton University.

Don Faurot, new Head Coach at Missouri, will be aided by Chauncey Simpson, his old assistant, George Edwards, Basketball Coach, and Anton Stankowski, Freshman Coach, giving Missouri its first All-Missouri staff in many years.

Herbert W. Worl is going from Augusta, Kansas, High School to the College of Emporia (Kansas).

Roy "Link" Lyman, a member of the Chicago Bears for several years, has been added to the staff at the University of Nebraska.

John Polasky is leaving his position as Line Coach at Rice Institute to become Line Coach at Creighton University.

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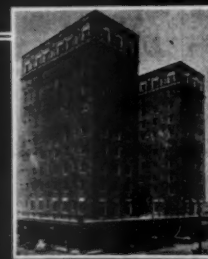
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John Faurot is going from Chillicothe High School to Kirksville Teachers College (Missouri).

Don McAllister is the new Head Coach at South Carolina, succeeding W. L. "Billy" Laval.

Notes from Here and There

ANDY KERR of Colgate fled the snows of Hamilton to sock the golf ball in Florida during February. Trainer Jack Roark went along to keep him in condition.

Raymond W. "Ducky" Pond and A. E. Neale, Yale coaches, spoke at the Club Night in Hartford, Connecticut, on March 15.

Plans are being formulated for the Fourth Annual Football Clinic to be held on May 11 at the Pitt Stadium, at which Lou Little and Dick Harlow will be the two assisting "clinicians" with Head Coach Jock Sutherland. Over 2,000 coaches and players attended the Pitt Clinic last spring.

Head Coach A. J. "Dutch" Bergman of Catholic University has recently patented a rubber "overshoe" to be used on a football in inclement weather. More about this patent will be forthcoming in the very near future.

It is reported that the Illinois High School Coaches Association has over 600 members, and that the Central states are all organizing high school coaches associations.

Purdue University's Fourth Annual Football Clinic will be held April 5 and 6, 1935.

C. A. "Stub" Muhl, one of Bob Zuppke's pupils the same three years as "Red" Grange, and now coach at University City High School (St. Louis), has arranged two intersectional football games for his team, believing that what is good for universities and colleges is also good for secondary schools. The team will play at Miami, Florida, December 7, 1935, and at Tuscaloosa, Alabama, November 28, 1936.

J. L. (Jim) Marks, the Association's Poet Laureate, reports that the best shot of the winter season was "Fritz" Crisler telling Dick Harlow, with appropriate gestures, "The trouble with your job and mine is that all of our eggs are in one basket." Jim Marks says "Ducky" Pond knows what he meant!

Spring Practices

THE University of Nebraska spring practice started March 4, and eighty-five men checked out uniforms. Coach Dana Bible says that the farmers of Nebraska are always glad when spring practice starts, as it means either rain or snow. True to form, Dana says, the Nebraska team was greeted with a six-inch snow the second day.

Extensive spring practices are now being held at Washington University under Coach Jimmy Conzelman, and at St. Louis

University under Coach Cecil Muellereile. Practices are also being held at the University of Missouri.

A note interesting to New Englanders is that spring, or rather winter, football practice in the South is mostly over. The coaches try to get it over before track and baseball start. In the South, January, February and March are much better for football than late March and April, when it is too hot. Georgia, Georgia Tech, Auburn, Alabama, Florida and Tennessee spring practices are nearly over. Kentucky started March 11, Tulane about February 20, and Vanderbilt about March 15.

The University of Arizona spring practice is limited by the Border Conference to six weeks. Arizona players have for six years wound up their spring work by one game with some other college, stimulating more interest than the usual plan. Their game this year is with Tempe State Teachers College, and a new plan will be tried with three thirty-minute "halves" and a goal change at the middle of each "half." One team is supposed to play the entire thirty minutes. If taken out for injury or other reason, a player cannot compete again in later "halves." This will mean that each college will have three teams playing in the game, players of the lower teams acting as subs for the first three teams. It has been found at Arizona that this arrangement gets many boys out for practice who otherwise would not be interested.

Necrology

JAMES R. HAYGOOD, Athletic Director at Southwestern University (Memphis, Tennessee) since 1931, died in Little Rock, Arkansas, on the morning of January 18, 1935. He is survived by his widow, two daughters and one son: James, Jr., and Nancy, students at Southwestern, and Tommie Jean, a pupil in one of the Memphis grammar schools.

JAMES DEHART, age forty-two, newly elected coach at Southwestern University and originator of the game known as "Monday Morning Coach," died in Winston-Salem, North Carolina, on March 4, 1935. He was buried in Concord, N. C., his widow's home. Mr. DeHart was former All-American at the University of Pittsburgh, and had coached at Georgia, Washington & Lee and Duke Universities.

**Report on Rules
Committee Meeting**

By Lou Little

Chairman, American Football Coaches Association
Rules Committee

WITH coaches in attendance from all sections of the country, including several high school and prep school coaches who had been designated as members of the Committee, the third annual session of the American Football Coaches Association Rules Committee at

the Hotel New Yorker in New York City on February 2 provided new evidence of the worth while value which this organization can be to the game.

From the outset, this Committee has been rather more conservative than many persons believed it would be when it was organized. At no time has there developed any selfish tendency on the part of individual members to seek recommendations of changes for the purpose of aiding a particular type of game. That in itself has been gratifying, and I believe there is no doubt whatever now that the Committee, acting as a sort of clearing house for practical suggestions from the coaching craft all over the country, has been recognized as an important part of the process of football rules making. I believe I am safe in saying that willingness to consider long and seriously before making any recommendations has been a chief factor in the very favorable light in which the National Collegiate Athletic Association Rules Committee, headed by Chairman Walter R. Okeson, considers what suggestions the coaches may send to him.

This year, for instance, it had been freely predicted in the press that the coaches would vote to recommend changes in the rules governing the lateral pass. It is true that a number of those present in the Committee believed that some changes should be recommended. However, the other side of the question was considered long and thoughtfully, also, with the result that the meeting finally decided the play should remain as in 1934. The general belief was that the lateral pass had shown sufficient development in the last two or three years to assure fully its proper natural growth in coming seasons without further stimulus. More than that, it was felt that the change which had been proposed on the penalty for the lateral pass thrown forward beyond the line of scrimmage would not aid in the true development of the lateral but, rather, would encourage faulty handling of the ball by the players. I know it was a source of genuine satisfaction to me, as Chairman of this Committee and as a member of the Advisory Committee sitting with the N.C.A.A. Committee at Absecon, New Jersey, to note that Chairman Okeson's group shared our beliefs, even to the inclusion in the rules code of the note on the "quick whistle."

I believe it is possible for the American Football Coaches Association Rules Committee, proceeding as it is at the present time, to become an increasingly able and important body in guiding the future development of the game. The men of no group study the game more closely or are more definitely devoted to it than the coaches, and it is a fine thing from all points of view that the coaches, through their representatives on our Committee, have been given a deserved place in the molding of the football rules.

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Because this Committee has already
proved what is within its possibilities in
the way of aiding the game, I have
thought, as Chairman, of a further in-
novation which I believe would be highly
beneficial. The plan is to obtain sugges-
tions from coaches of the Association,
have those suggestions drawn up in ques-
tionnaire form and then returned to mem-
bers of the Association for further con-
sideration. The questionnaires, with the
thoughts of each member of the Associa-
tion, will then be brought before the meet-
ing of the Association's Rules Committee
to aid in that Committee's deliberations.
The result should be the most searching
and effective survey the football rules code
has had from the coaches.

Spring Football Kicking Practice

(Continued from page 35)

The kicking squad may now be worked
into scrimmage under game conditions,
and from then on, it is just a case of "prac-
tice makes perfect." All the time spent in
the spring on this work is pretty sure to
bring big returns in the fall. At the end
of spring practice, each kicker should be
given a new ball to practice with during
the summer.

Advanced Offensive Kicking

I HAVE not had time or space in this
article to describe some advanced types
of offensive kicking that I believe the game
of football will see developed in the near
future.

The running spot return of the punt and
the kick-off—the spot multiple kick—the
spot kick-off, either by means of drop or
place kicks, and many varieties of all these
types are possible.

The real defense for a well developed
lateral pass attack, originating with the
receiver of the pass or kick-off, is offensive
spot kicking. No one can pass or run with
a ball he does not have. If Tulane had
been able to spot kick in the Colgate game
last fall, Colgate might not have started
its very successful lateral passing attack.

Offensive kicking will make the game
safer and more interesting than it is even
now, and certainly it will not take any-
thing away from the main weapons of
attack, such as runs and passes. Offensive
kicking cannot, and does not of itself, score
touchdowns, but it can help to make or
prevent them. It can score goals from the
field, and points after touchdown, which
often win close games. It can mean the
balance of power between two otherwise
evenly matched teams, and often it can
make up the difference in power that the
accurate kicking team sometimes lacks.

The Football Rules Committee has just
released the 1935 changes in the rules.
There is only one affecting kicking. This
change not only protects the accurate "cof-
fin corner" kick, but puts a premium upon
it by providing that the receiving team
cannot nullify the "coffin corner" kick

grounded by the kicker's end by committing an intentional foul, as was the case previously.

Spring practice is the only safe time for the coach to ground accurate kickers for the fall games. My best advice to the kickers themselves is to follow that given by Socrates many hundreds of years ago—"Know Thyself," and then "Be Thyself." But get the fundamentals down first and then *Practice, Practice, Practice!*

IMPORTANT DATES

- April 6-13 *National Baseball Week*
 April 12-13 *Maplewood Relays, Maplewood High School, Maplewood, Missouri*
 April 20 *Kansas Relays, University of Kansas, Lawrence, Kansas*
 April 26-27 *Drake Relays, Drake University, Des Moines, Iowa*
 April 26-27 *Penn Relays, University of Pennsylvania, Philadelphia, Pennsylvania*
 May 24-25 *Western Conference Track and Field Meet, University of Michigan, Ann Arbor, Michigan*
 May 31-June 1 *I.C.A.A.A. Track and Field Meet, Harvard University, Cambridge, Massachusetts*
 June 8 *Marquette Relays, Marquette University, Milwaukee, Wisconsin*
 June 21-22 *N.C.A.A. Track and Field Meet, University of California, Berkeley, California*

AN attempt to popularize baseball is being made by A. R. Edwards, Athletic Director and coach at Concordia, Kansas, High School. Basketball, football and track are at present the major sports, while swimming is the principal minor sport. Because of the depression, curtailment of the physical education program has been necessary, but no cut has been made in interscholastic activities.

AFTER completing almost twenty-five years of service in physical education, E. Fred Moller passed away January 9, 1935. The last twenty-three years of this service were in the Newark, New Jersey, public schools. He started, February 1, 1912, as Physical Director in the elementary schools of Newark and was promoted until, at the time of his death, he was Supervisor of Athletics of the Newark Schools and Chairman of the Physical Education Department of the Weequahic High School. "Mr. Moller was a very exceptional teacher and equally prominent and successful coach," according to R. D. Criswell of the Newark Physical Education Association. "Original in many of his ideas, thorough in preparation, indefatigable in his efforts, and possessing unusual ability in administrative work, he was a born leader and teacher. His fine sense of understanding, his high ideals and remarkable personality created and inspired the love and respect of those under him, as well as the admiration of his superiors."

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Hints for the New Coach

By Harold Barto, State Normal College, Ellensburg, Washington

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